

**THE INFLUENCE OF USING MAKE-A-SENTENCE CARD GAME  
(MSCG) TOWARD STUDENTS' SIMPLE PRESENT TENSE  
ABILITY AT THE FIRST SEMESTER OF THE TENTH GRADE OF  
SMK N 1 TERUSAN NUNYAI LAMPUNG TENGAH  
IN THE ACADEMIC YEAR OF 2017/2018**

**A Thesis**

**Submitted as a Partial Fulfillment of the Requirements for S1-Degree**

**By**

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LAMPUNG  
2017**

## **ABSTRACT**

### **THE INFLUENCE OF USING MAKE-A-SENTENCE CARD GAME (MSCG) TOWARD STUDENTS' SIMPLE PRESENT TENSE ABILITY AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMK N 1 TERUSAN NUNYAI LAMPUNG TENGAH IN THE ACADEMIC YEAR OF 2017/2018**

**BY:  
ERVINA WULANDARI**

This research was conducted based on the preliminary research that was many students got problem in understanding of simple present tense, the class condition less interesting and the teacher do not have varieties of the textbooks. The objective of the research was to find out whether there was influence of using make a sentence card game toward students' simple present tense ability at the tenth grade of SMKN 1 Terusan Nunyai Lampung Tengah in the academic year of 2017/2018.

The research methodology was quasi experimental design with the treatment held in 3 meetings, 2 x 45 minutes for each meeting. The population of this research was the tenth grade of SMKN 1 Terusan Nunyai Lampung Tengah. The total sample in this research were 81 students that were taken from two classes, X TKJ and X TKR. In collecting the data, the researcher used instruments pre-test and post-test. The instrument was multiple choice question. After giving the post-test, the researcher analyzed the data using SPSS to compute t-test.

From the data analysis, it was found out that result of  $Sig (P_{value}) = 0.000 < \alpha = 0.05$ . It means that  $H_0$  is rejected and  $H_a$  is accepted. In other words, from this research it was known that make a sentence card game can influence students' simple present tense ability. It can be concluded that there was significant influence of using make a sentence card game towards students' simple present tense ability of the tenth grade of SMKN 1 Terusan Nunyai Lampung Tengah.

**Keywords:** Make a sentence card game, Students' simple present tense ability, Quasi experimental design





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(MSCG) TOWARD STUDENTS' SIMPLE PRESENT TENSE  
ABILITY AT THE FIRST SEMESTER OF THE TENTH GRADE  
OF SMK N1 TERUSAN NUNYAL LAMPUNG TENGAH IN THE  
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## MOTTO

اَوْرَنَ مَدُوا وَهَآ جَزُوا وَآهَدُوا فِي سَرَالِي اَوْرَنَ وَاَوْوَا وَنَصَرُوا وَلَيْكُ هُمُ الْمُؤْمِنُونَ حَقًا ۝ لَهُمْ مَغْفِرَةٌ وَرِزْقٌ كَرِيمٌ (نُفَال:٧٤)

“But those who have believed and emigrated and fought in the cause of Allah and those who gave shelter and aided - it is they who are the believers, truly. For them is forgiveness and noble provision”. {al-anfal: 74}<sup>1</sup>



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<sup>1</sup>Hadrat Mirza Masroor Ahmad, *The Holy Qur'an: Arabic Text and English Translation*, Tilford: Islam International Publications Limited, 2004, P.186

## DECLARATION

I hereby state that this thesis entitled : the influence of using make-a-sentence card game (mscg) toward students' simple present tense ability at the first semester of the tenth grade of SMKN 1 Terusan Nunyai Lampung Tengah in the academic year of 2017/2018 is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, October 10, 2017

Declared by,

Ervina Wulan Dari

## DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents, Mr. Edi Kusmoyo, Mr. Lamin, Mrs.Rasunah and Mrs. Husnah who always love me and keep on praying for my life and succes. Thanks for all the motivation. I love you forever.
3. My beloved Brothers and Sisters
4. My beloved husband, Efen Budiman as my best partner in my life who support me and love me. I love you so much.
5. My beloved son, Alfarizy Ramadhan.B as my spirit who made me stand here. I love you more than anything.
6. My beloved lecturers and almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.

## **CURRICULUM VITAE**

The name of the researcher is Ervina Wulan Dari. She is called Ervina. She was born on May 15th, 1995 in Astra Ksetra, Tulang Bawang. She is the first child of Edi Kusmoyo and Rasunah. She also have in-laws, Lamin and Husnah. She also has four beloved brothers, their names are Ginanjar Wismo Anggoro, Hafizh Fairuz Januzaj, Heri Iswandi, Sarkawi Jaya Kusuma, and Edison. and she also has four sisters, their names are Popie Tri Anggraeni, Jumilatin, Noviyana, and Riyana.

She accomplished her formal education at kindergarten at TK Angkasa Astra Ksetra and finished in 2001. Then the researcher entered Elementary School at SD N 6 Mulya Asri West Tulang Bawang and finished in 2007. After that she continued her school at Junior High School at SMPN 1 Tulang Bawang Tengah and finished in 2010. After that she continued her school at SMK N 1 Terusan Nunyai Lampung Tengah and finished in 2013. After that she continued her study at the State Institute of Islamic Studies (UIN) of Raden Intan Lampung in 2017. She was active in two orginazations in the campus when she was in first semester until second semester, they were UKM Bahasa and Esa ( English Students Association ). She worked as scout teacher in SMKN 1 Terusan Nunyai from 2014 until now.

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First of all, Praise to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled “The Influence of Using Make-a-Sentence Card Game (MSCG) toward Students’ Simple Present Tense Ability to the First Semester of the Tenth grade students of SMKN 1 Terusan Nunyai Lampung Tengah in 2017/2018 academic year is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1- degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teaching Training Faculty, UIN Raden Intan Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
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8. All friends of the English Department of UIN Raden Intan Lampung, especially my beloved friends in A class, my boarding house's family in Griya 1. Then, all of my best friends who always give suggestion and spirit in this research.

Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

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## CHAPTER 1 INTRODUCTION

### A. Background of the Problem

Language is an effective tool in making social communication. Language is a system for the expression of meaning, primary function interaction.<sup>1</sup> Every country has its language for communication. People from different countries can communicate each other by using international language. One of international languages in the world is English. English as international language has given priority to find more effective ways to communicate.

English is foreign language in Indonesia. When people from the other countries come to Indonesia, Indonesia will be interact with them by using English. It is a proof that English is used, as a foreign language in Indonesia. Therefore, Indonesia's government decides it is as subject that should be taught to students from elementary school as local content up to university. Nonetheless, in this case English is not used in the students' daily life.

A language function is a purpose you wish to achieve when you say and write something.<sup>2</sup> Furthermore, there is a goal or aim in order to use language itself

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<sup>1</sup>H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second Edition, London: Longman, 2001, p.34.

<sup>2</sup>Jeremy Harmer, *How to Teach English*, New Edition, Edinburgh: Pearson Education Limited, 2007, p. 76.

whether in spoken or written form. In the process of language learning, there are four language skills that must be mastered by the language learners or students, they are listening, speaking, reading, and writing.<sup>3</sup>

In Indonesia, starting from Elementary School, Junior High School, Senior High School, Vocational High School and University level through the process of teaching English. The teaching of English at school involves the teaching of the four skills: listening, speaking, reading and writing as well as some language components like grammar, pronunciation and vocabulary.

Grammar is one of components that are very important to be mastered by students. According to Huddleston and Pullum, grammar rules must ultimately be based on facts about how people speak and write.<sup>4</sup> Grammar can help students to make good sentence in the right writing. One of component of grammar that can help student in writing is tenses.

One kind of tenses is simple present tense. Tense is one of important parts of structure in English, in teaching learning English the teacher should make the students understand about tenses which are used to make them able to make sentence because tense is a verb form that are used in certain time.<sup>5</sup>

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<sup>3</sup>Sanggam Siahaan, *Issues in Linguistics*, Yogyakarta: Graha Ilmu, 2008, p.215.

<sup>4</sup>Rodney Huddleston, Geoffrey K. Pullum, *A Student's Introduction to English Grammar*, New York: Cambridge University Press, 2005, p.5.

<sup>5</sup>Sarn. A. Susanto Mahfan, *Complete English Grammar*, Jakarta: Sandro Jaya, 2005, p.152.

The simple present tense is used for events or situations that exist always, usually, or habitually in the past, present, future.<sup>6</sup> Simple present tense is one of tenses that should be mastered by the students. Students will not be able to master the simple present tense without knowing how to use the simple present tense.

Being successful students are not easy, this fact can be seen mostly at vocational high school. Based on the preliminary research conducted at SMKN 1 Terusan Nunyai Lampung Tengah at the tenth grade, from the result of interview with the English teacher, Mrs. Sri Kartika S.Pd, the researcher found that most of the students at the tenth grade students of the school still found difficulties in mastering simple present tense. The situation in the class is not conducive and students in the class are not active. The reason is because the level of students' interest to learn English is low.<sup>7</sup>

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<sup>6</sup>Betty Schramfier Azar, *Fundamental of English Grammar*, Jakarta: Binarupa Aksara, 1993, p.3.

<sup>7</sup>Sri Kartika, An English Teacher of SMK N 1 Terusan Nunyai, *Interview with Researcher in the Preliminary Research*, on Monday, July 3<sup>rd</sup>, 2017, unpublished.

The researcher also asked the teacher about the students' score of simple present tense ability test in the second semester it can be seen in the table below:

**Table 1**  
**Students' Score of Simple Present Tense in the Second Semester**  
**at the Tenth Grade SMK N 1 Terusan Nunyai**  
**in Academic Year of 2016/2017**

No	KKM	Class				Total	Percentage
		X TKR	X AK	X TKJ	X TEI		
1	< 60	15	9	15	10	49	60.5%
2	≥ 60	7	8	11	6	32	39.5%
Total		22	17	26	16	81	100 %

*Source: The data from English teacher of SMK N 1 Terusan Nunyai*

From the table above, it could be said that the total number of students who got difficulty in simple present tense ability were 49 or 60.5 % from 81 students. In the other hand, just 32 students or 39.5 % who achieved the criteria minimum ability score. The class that got the highest score was X TKJ and the class that got the lowest score was X TEI.

Based on the preliminary research on July 3<sup>rd</sup> 2017, by the questionnaire 45 students, the researcher also found some factors of students' problems in learning English especially simple present tense. 64.5% (29 students) got problem in understanding the concept of simple present tense, the class condition is not conducive, they do not like the teacher' technique and the teacher does not have varieties of the textbooks<sup>8</sup> (See appendix 3). Based on the explanation above the

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<sup>8</sup>10<sup>th</sup> grade students, *Students' questionnaire of SMK N 1 Terusan Nunyai*, on July 3<sup>rd</sup>, 2017, unpublished.

researcher believed that the teacher should find and try the suitable way in teaching the students, especially in simple present tense.

In simple present tense learning process, the teacher must be able to teach simple present tense as well. The teacher can use technique to present their lesson. The teacher can use games as a technique in teaching and learning process. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful.<sup>9</sup>

Game can be defined as something or instrument that is used to attract students motivation to follow the teaching and learning process. Make-a-Sentence Card Game (MSCG) is one of games that can be used in simple present tense learning process. The game is simple and interesting for the students could respond the task that the facilitator gave through this game. This game can effectively help in remembering and understanding the material, especially in sentence pattern. In addition, previous research conducted by Despita, Using Make-a-sentence Card Game is a good way towards students' present continuous tense mastery at SMAN 1 Sungkai Selatan Lampung Utara and previous research conducted by

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<sup>9</sup>Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning*, New Edition, New York: Cambridge University Press, 1994, p. 1.



Syahdiah, Using Make-a-Sentence Card Game is a good way toward students' France vocabulary at SMAN 1 Cilacap.<sup>10</sup>

In this research, the researcher is going to focus on simple present tense by using make a sentence card game. The researcher takes simple present tense because it is appropriate based on the materials in English Curriculum for Vocational High School at tenth grade. The researcher will make the students more attractive to learn simple present tense through make a sentence card game. Based on the explanations above, the researcher conducted a research entitled:

“The Influence of Using Make-A-Sentence Card Game Toward Simple Present Tense Ability to the First Semester of the Tenth Grade Students of SMK N 1 Terusan Nunyai in Academic Year of 2017/2018”.

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<sup>10</sup>Despita, S1 Thesis: *Make-a-Sentence Card Game Towards Students' Present Continuous Tense Mastery*, SMAN 1 Sungkai Selatan Lampung Utara, Bandar Lampung: IAIN Raden Intan Lampung, 2011 and Syahdiah Istiqomah, S1 Thesis: *Make-a-Sentence Card Game Toward Students' France Vocabulary*, SMAN 1 Cilacap, UNS, unpublished.

**B. Identification of the Problem**

Based on the background above the researcher indentified the problems as follows:

1. Students' simple present tense ability is still low.
2. The teacher's technique in teaching simple present tense is still less interesting and do not have varieties of textbook.
3. The class condition is not conducive.

**C. Limitation of the Problem**

Based on the background and the identification of those problems, the researcher limited the problem only on the influence of using make-a-sentence card game (mscg) toward simple present tense ability to the first semester of the tenth grade students' of SMK N 1 Terusan Nunyai in Academic Year of 2017/2018.

**D. Formulation of the Research**

Based on the identification and limitation of those problem, the researcher formulated the problems as follows:

Is there a significant influence of using Make-a-Sentence Card Game (MSCG) toward students' simple present tense ability to the First Semester of the Tenth Grade Students of SMK N 1 Terusan Nunyai in Academic Year of 2017/2018?

### **E. Objective of the Research**

The objective of the research is to know whether or not there was a significant influence of using Make-a-Sentence Card Game (MSCG) toward simple present tense ability to the First Semester of the Tenth Grade Students of SMK N 1 Terusan Nunyai in Academic Year of 2017/2018.

### **F. Use of the Research**

The researcher expects that there were some uses of the research as follows:

1. Theoretically, this research expected to support the previous theories about the influence of using Make-a-Sentence Card Game (MSCG) toward simple present tense ability and to develop knowledge of the researcher in practising the theories.
2. Practically, to give motivation to the students in learning English especially in simple present tense. To give information for the English teacher about the influence of using Make-a-Sentence Card Game (MSCG) toward simple present tense ability and also to give information for further research.

## **G. The Scope of Research**

### **1. Subject of the Research**

The subject of this research was students of the first semester at the Tenth grade of SMKN 1 Terusan Nunyai in the Academic Year of 2017/2018.

### **2. Object of the Research**

The object of this research was students' simple present tense ability and the use of Make-a-Sentence Card Game (MSCG) technique.

### **3. Place of the Research**

The research was conducted at SMKN 1 Terusan Nunyai on Jl. Raya Kecamatan Gunung Batin Udik – Kecamatan Terusan Nunyai, Kabupaten Lampung Tengah.

### **4. Time of the Research**

The research was conducted at the first semester of SMKN 1 Terusan Nunyai in Academic Year of 2017/2018.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Frame of Theories**

##### **1. Teaching English as a Foreign Language**

Teaching English as a foreign language means that English is taught by the people because English is not their mother tongue or their native language. In teaching English or other languages actually we have to teach the four skills, they are listening, speaking, reading and writing. In teaching English as a foreign language and teaching English as a second language is not different. Krashen in Setiyadi states, “the way to teach English as a second language is not necessarily different from the way to teach English as a foreign language”.<sup>1</sup> From explanation above, it can be concluded that teaching English in the countries where English is only a foreign language, a second language, and a native language are not different. People learn English depend on the conditions of the language is used in their daily communication.

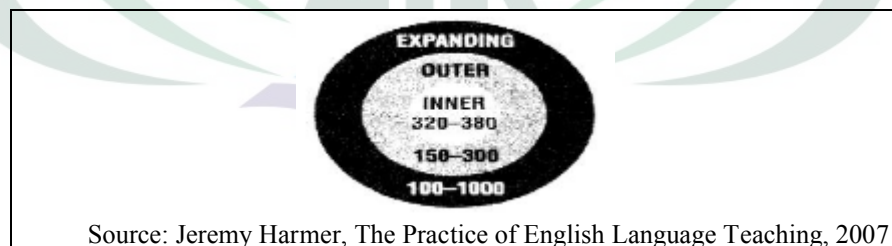
In Indonesia, English has been introduced as a foreign language in Elementary School, Junior High School, Senior High School, Vocational High School and University level. The teaching of English at school involves the teaching of the

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<sup>1</sup>Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, Yogyakarta: Graha Ilmu, 2006, p. 21.

four skills: listening, speaking, reading and writing as well as some language components like grammar, pronunciation and vocabulary.

According to Kachru in Harmer, the world of English has been described in terms of three circles. The first is inner circle where English is the primary language. The countries of inner circle are United State of America, United Kingdom, Canada, Australia, New Zealand and many more. The second is outer circle where English is used as a second language. The countries of this circle are India, Nigeria, Singapore, Malaysia, Bangladesh and many more. The last is expanding circle where English is learnt as a foreign language. The countries of the last circle are Indonesia, Japan, China, Korea, Saudi Arabia, Egypt, Poland and many more.<sup>2</sup> Here is the world of English circle by Kachru.<sup>3</sup>



**Figure 1**  
**Kachrue's English Circle**

<sup>2</sup>Jeremy Harmer, *The Practice of English Language Teaching*, London: Longman, 2003, p.8.

<sup>3</sup>*Ibid*, p.8.

From explanation above, it can be concluded that many countries used English as the language depend on their needed, that is primary language, second language, and foreign language. In Indonesia, English is learnt as a foreign language, so that every people especially the students should be learn English because English as a foreign language.

## 2. Grammar

The students need grammar in order to make a good sentence. Grammar is a system of language. Thornbury states that grammar is description of the rules that govern how a language's sentence are formed.<sup>4</sup> It means that grammar is the system of language to help the user arrange, combine, and relate every word to make meaningful sentences, to convey ideas and information.

Grammar is description of word in language which can change the forms or sentences. It is supported by Harmer, "the grammar is the description of the ways in which word can change their forms and can be combined into sentences in that language".<sup>5</sup> In teaching English as foreign language, the students need to master grammar because by mastering grammar students will be able to speak and write English correctly. It is a fact that different countries have different languages and every language has different system which is called grammar. So, as a good

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<sup>4</sup>Scott Thornbury, *How to Teach Grammar*, London: Longman, 1999, p. 1.

<sup>5</sup>Harmer, *Op Cit*, p.12.



teacher, he/she has to be able to make the students comprehend some rules in learning grammar in the class.

According to Brown, grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence. In other words, grammar tells us to construct a sentence (word order, verb and noun system, modifiers, phrase, clauses).<sup>6</sup> It means that grammar is an important rule in language; therefore every language has its own grammar. The user of language cannot express their opinion or idea correctly if the sentences are not arranged well.

Based on the statement above, it is clear that grammar is considered as a system of the rules of the language that is used in context of communication and also grammar will help the students to arrange the sentences well. That is why by mastering grammar the students will be able to master the integrated skills.

### **3. Tenses**

Tense is the form a verb takes to show the time it happened, tense consists of a verb form or series of verb forms used to indicate whether an action, activity state is the past, present and future. It also indicates whether an action or activity state in the sentence will be completed or whether it is, was, or will progress. The word 'tense' is

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<sup>6</sup>H. Douglas Brown, *Teaching by Principles an Interactive Approach to language Pedagogy*, Second Edition, London: Longman, 2001, p.362.

form Latin *tempus* meaning time.<sup>7</sup> Tense is indicated whenever we use a finite verb. A useful way to explain tense to students is by facing the students and making symbolic gestures. As the direction of reading in English is from left to right, we use a corresponding sequence. The students left we indicate something occurring in the past. Directly in front indicates something occurring now, in the present, and to the right something which is to happen in the future.

Tense is the grammatical expression of relative time. Situations being communicated in clauses are often anchored in relation to reference point, usually the moment the clause is spoken, i.e, “now”. If we think of time as a line, with “now” represented by a point moving from left to right, we can imagine relative time in terms of figure. Time that is on the left side of now is past, and time on the right side of now is future. Now is of course the present.<sup>8</sup> From explanation above, it can be conclude that tense describe of the condition in the many time, that is the past, present, and future time.

According to Wishon and Burks, tense means time. However, it should be pointed out that time in relation to action is a concept that exist in the mind of speaker, reader, or listener. Tense, in actual usage, refers consistently only to grammatical forms.<sup>9</sup> A tense system is a system associated with the verb where the basic contrast in meaning

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<sup>7</sup>Barbara Dykes, *Grammar for Everyone Practical Tools for Learning and Teaching Grammar*, Victoria: Acer Press, 2007, p.44.

<sup>8</sup>Thomas E. Payne, *Understanding English Grammar*, New York: Cambridge University Press, 2009, p.280.

<sup>9</sup>George E. Wishon and Julia M. Burks, *Let's Write English*, New York: Van Nostrand Reinhold Ltd, 1980, p.192.

has to do with the location in time of the situation, or the part of it under consideration. Tense is the time that the action takes place in the text, it can be in the past (already happened), in the present (is happen now), and in the future (will happen later). Tense is one of important parts of structure in English, in teaching learning English the teacher should make the students understand about tenses wich are used to make them able to make sentence because tense is a verb form that are used in certain time.<sup>10</sup> So that, tense can explain for the time of the sentence in structure of English and the students will be understand about tenses.

From some explanations above it can be concluded that tenses is the grammatical expression of relative time that indicated whenever we use a finite verb. Tense is one of important part of structure in English, in teaching learning English the teacher should make students understand about tenses which are used to make them able to make sentences because tenses are a verb form that are used in certain time so it must be mastered by the students.

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<sup>10</sup>Sarn. A. Susanto Mahfan, *Complete English Grammar*, Jakarta: Sandro Jaya, 2005, p.152.

In learning English, there are four families of tenses. They are illustrated as follows:<sup>11</sup>

**Table 2**  
**Types of Tenses**

<b>Tense</b>	Present Tense	Simple Present Tense
		Present Continuous Tense
		Present Perfect Tense
		Present Perfect Continuous Tense
	Past Tense	Simple Past Tense
		Past Continuous Tense
		Past Perfect Tense
		Past Perfect Continuous Tense
	Future Tense	Future Present Tense
		Future Continuous Tense
		Future Perfect Tense
		Future Perfect Continuous Tense
	Future Past Tense	Simple Past Future Tense
		Past Future Continuous Tense
		Past Future Perfect Tense
		Past Future Perfect Continuous Tense

Source: Jhon. S. Hartanto, Dkk, *English Grammar*, 2003.

From the classification above the researcher choice simple present tense, because the student have difficulties to understands simple present tense.

#### **4. Simple Present Tense**

Simple present tense indicates that an action is present, or now. Simple present tense occurs in the present but that are not necessarily happening right now.<sup>12</sup> The present tense uses the verb's base form (write, work), or for third-person singular subjects, the base form plus an *-s* ending (he writes, she works).

<sup>11</sup>Jhon. S. Hartanto, Dkk, *English Grammar*, Surabaya: Indah Surabaya, 2003, p.248.

<sup>12</sup>Raymond Murphy, *English Grammar in Use*, New York: Cambridge University Press, 1998, p.4.

Simple present tense is used to indicate completed in the everyday activities. Azar states that the simple present tense is used to express habitual or everyday activities.<sup>13</sup> It can be said that the present tense indicates that an action is present, now, relative to speaker or writer. The uses of simple present tense:

- a. To explain the activities done because of habitual action.
- b. To explain the general truth.
- c. In exclamatory sentences that started with here and there.<sup>14</sup>

Present tense habitual activities are frequently signaled by time expressions such as the following:<sup>15</sup>

**Table 2.1**  
**Time Signal of Simple Present Tense**

all the time always every class every day every holiday every hour every year	every month every semester every week as a rule most of the time never occasionally	Often rarely sometimes usually seldom habitually
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Source: <http://englishmemore.blogspot.co.id/2010/01/time-signal-tanda.html>

<sup>13</sup>Betty Shamper Azzar, *Understanding and Using English Grammar*, New York: Longman, 1999, p.13.

<sup>14</sup>Hilman Fariz Mukti, *Complete English Grammar*, Yogyakarta: Absolute, 2010, p.182.

<sup>15</sup>Time Signal of Simple Present Tense, at: <http://englishmemore.blogspot.co.id/2010/01/time-signal-tanda.html>, accessed in March 2017

There are only two basic forms for simple present tense; one ends with –s and the other does not. Here are the rules, using the example verb “sing”.<sup>16</sup>

**Table 2.2**  
**Basic Forms of Simple Present Tense**

Subject	Verb Form	Example
I	Simple form	I sing
You	Simple form	You sing
He	Simple form + S	He sings
She	Simple form + S	She sings
It	Simple form + S	It sings
We	Simple form	We sing
They	Simple form	They sing

Source: <http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/pres.htm>

In other words, only third person singular subject (he, she, and it) have to have a verb with –S. With most verbs, the third person singular form is created simply by adding –S. However, with some verbs, you need to add –ES or change the ending a little. Here are the rules:<sup>17</sup>

**Table 2.3**  
**The Addition of S/ES in Verb**

Verb ending in	How to make the 3rd person singular	Example
S	Add – ES	He passes
Z	Add – ES	She waltzes
Sh	Add – ES	She wishes
Ch	Add – ES	He watches
X	Add – ES	She mixes
O	Add – ES	He goes
Consonant + y	Change Y to I, then add –ES	It flies
[anything else]	Add – S	He sings

Source: <http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/pres.html>

<sup>16</sup>Grammar Topics - Simple Present Tense, University of Victoria online, at: <http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/pres.htm>, accessed in March 2017

<sup>17</sup>*Ibid*

The characteristics:

- a. Predicate sentence always use Verb1 for plural noun and Verb1 + S/ES for singular noun.
- b. Interrogative sentences add Do/Does or Is/Are in front of subject, if negative sentences add Do/Does + not or Is/Are + not in front of the subject or after the subject.

From explanation above it can be concluded more specific as follows:

### **1. Verbal sentence**

#### **a. Subject (She, He, It, Name)**

1. Positive form: Subject + Verb1 (s/es) + O/Adv
2. Negative form: Subject + Does + not + Verb1 + O/Adv
3. Interrogative form: Does + Subject + Verb1 + O/Adv

Example:

- (+) He drinks a cup of tea every night
- (-) He does not drink a cup of tea every night
- (?) Does he drink a cup of tea every night?

#### **b. Subject (They, We, I, You, Plural noun)**

1. Positive form: Subject + Verb1 + O/Adv
2. Negative form: Subject + Do + not + Verb1 + O/Adv
3. Interrogative form: Do + Subject + Verb1 + O/Adv?

Example:

- (+) We drink a cup of tea every night

- (-) We do not drink a cup of tea every night
- (?) Do we drink a cup of tea every night?

## **2. Nominal sentence**

### **a. Subject (She, He, It, Roger, Name)**

1. Positive form: Subject + Is + C
2. Negative form: Subject + Is + not + C
3. Interrogative form: Is + Subject + C

Example:

- (+) She is a teacher
- (-) She is not a teacher
- (?) Is she a teacher?

### **b. Subject (They, We, I, You, Plural noun)**

1. Positive form: Subject + Are + C
2. Negative form: Subject + Are + not + C
3. Interrogative form: Are + Subject + C

Example:

- (+) We are a teacher
- (-) We are not a teacher
- (?) Are we a teacher?



From some explanations above it can be concluded that simple present tense is one of tense to express events or situation that exist always or habitual actions.

### 5. Simple Present Tense Ability

Simple present tense indicates that an action is present, or now. Simple present tense occurs in the present but that are not necessarily happening right now.<sup>18</sup> simple present tense is used to express habitual or everyday activities.<sup>19</sup> From some explanations above it can be concluded that simple present tense is one of tense to express events or situation that exist always or habitual actions.

Furthermore, Ability is the quality or competence in doing something.<sup>20</sup> In Oxford, Ability is skill or power.<sup>21</sup> So that, if the person has the quality or skill or power in doing something or work, the name is ability. From some explanations above, it can be concluded that simple present tense ability is skill or quality of understanding simple present tense that expressing habitual actions.

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<sup>18</sup>Raymond Murphy, *English Grammar in Use*, New York: Cambridge University Press, 1998, p.4.

<sup>19</sup>Betty Shamper Azzar, *Understanding and Using English Grammar*, New York: Longman, 1999, p.13.

<sup>20</sup><https://www.merriam-webster.com/dictionary/ability>

<sup>21</sup> Oxford, *Learner's Pocket Dictionary*, New York: Oxford University Press, 2008, p.1

## 6. Game

According to Wright *et al*, game is an activity which is entertaining and engaging, often challenging, and activity in which the learners play and usually interact with others.<sup>22</sup> It is supported by Harmer, he states that students always need to be engaged, if possible, so that they can get the maximum out of learning experience.<sup>23</sup> Besides, Hadfield states that a game is an activity with rules, a goal and an element of fun. One of the most important reasons for using games is simply that they are immensely enjoyable for both teacher and student.<sup>24</sup> It means that a game can be used in every condition through learning while the teacher can manage the condition.

Furthermore, according to Salen and Zimmerman, a game is a system in which players engage in an artificial conflict, defined by rules that results in a quantifiable outcomes.<sup>25</sup> Game full of conflict in which playing the game and rules, it is also has a goal to win the game. Educating people while playing a game and doing an activity is very effective way to teach. When lot of informations have to be taught at one time it is hard for the brain to collect it all because the person may become bored on uninterested.

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<sup>22</sup>Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning*, Third Edition, New York: Cambridge University Press, 2006, p.1.

<sup>23</sup>Jeremy Harmer, *How to Teach English*, Singapore: Longman, 1998, p.26.

<sup>24</sup>Jill Hadfield, *Elementary Vocabulary Games*, London: Longman, 1990, p.4.

<sup>25</sup>Katie Salen and E. Zimmerman, *Rules of play: Game Design Fundamentals*, London: MIT Cambridge Press, 2004, p.11.

From some explanations above it can be concluded that game is an activity which has a goal and rule of the activity and it can be useful teaching technique for the effective and joyful learning. Game is also believed can give the positive effect on the students' interest and motivation in learning English as well as to improve their simple present tense ability.

**a. Make a Sentence Card Game**

Card games are one of effective ways teachers could use in their classes. Card games are fun activities that could improve students' motivation in learning English. Many teachers used the game as a technique or media to teach English. Card game is a game that can be developed into many variations depend on the teachers' need in the teaching learning process. The name of one of the variation of card game is make a sentence card game. Make a sentence card game can be divided into two definitions, namely make a sentence and card game.

The first make a sentence, Jones states that make a sentence is an activity carried out by the group by linking each word into a sentence, he called the game is making sentence.<sup>26</sup> Jones in his other book states that make a sentence is an activity where the students are given some cut-up words, then they selection of words and make the best

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<sup>26</sup>Peter Watchin-Jones, *Vocabulary Game and Activities 2*, London: Longman, 2002, p.19.

the sentence.<sup>27</sup> It is supported by Morgan and Rinvoluceri, they state that make a sentence is a process of the students write a sentence in the target structure on the board, where the teacher has prepared of the words in the box. Then ask the class to decide which sentences are right and which wrong, the teacher allow the students as much room as possible in this discussion.<sup>28</sup> So that, the students can be learn to build of sentence from the game.

From some explanations above, it can be concluded that make a sentence is an activity where the students make a complete sentence from the words with the target structure. This process can attract the students' motivation to try to make a good sentence with an interesting way in English language learning. So that the learning process becomes easier and fun.

The second card game, Suwarno in Solah, *et.al.*, state that card game is a free translation of the serial card game is a card game with a technique similar to the game of rummy. The name of the game is chain card, where the Participants were divided into groups and sit facing each other; Participants shared a set of cards and paper to write down the results of the preparation of a sentence and

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<sup>27</sup>Peter Watchin-Jones, *Vocabulary Games and Activities for Teachers*, London: Penguin Books Ltd, 1993, p.106.

<sup>28</sup>J. Morgan and M. Rinvoluceri, *Grammar Games*, New York: Cambridge University Press, 1995, p.70.

count how many words are capable arranged into sentences<sup>29</sup> Rodrigues state that aim of card game is word association and sentence building where in each card consist of word and picture. Rodrigues give the name of game is “Concentration” and “Flashcard”.<sup>30</sup> So that understanding of students in English learning will be faster through the game.

From some explanations above it can be concluded that card game is a technique through games where the card may contain words or pictures that can develop students' ability to create a sentence in learning English. Card game can develop concentration of students in the learning process so that the goals of the learning will be achieved.

Furthermore, according to Agoestyowati, Make-a-Sentence Card Game refers to a game which the students are invite to make (to remake) sentences based on words available on the strips of papers (cards).<sup>31</sup> It is supported by Jones, He states that make a sentence card game is refers to a game which the rest of the class listen and try to guess what the missing words are then make the complete

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<sup>29</sup>Solah, Ujang Suparman, Herpratiwi, *Peningkatan Aktivitas Belajar dan Kemampuan Siswa Dalam Menulis Kalimat Bahasa Inggris Sederhana Melalui Chain Card Game Pada Siswa Kelas Viii*, At: [Http://Download.Portalgaruda.Org/Article.php?Article=286954&Val=7224&Title=Peningkatan%20aktivitas%20belajar%20dan%20kemampuan%20siswa%20%20dalam%20menulis%20kalimat%20bahasa%20inggris](http://Download.Portalgaruda.Org/Article.php?Article=286954&Val=7224&Title=Peningkatan%20aktivitas%20belajar%20dan%20kemampuan%20siswa%20%20dalam%20menulis%20kalimat%20bahasa%20inggris), accessed in March 2017

<sup>30</sup>Michelle Rodriguez, *Games and Method for Teaching ESL*, Slideshare, at: <https://www.slideshare.net/littlelatinita/games-and-methods-for-teaching-esl>, accessed in March 2017

<sup>31</sup>Redjeki Agoestyowati, *102 English Games (from A to Z)*, Jakarta: PT. Gramedia, 2009, p.13.

sentence of the cards.<sup>32</sup> in this case the concentration of students is very necessary to be able to finish the sentence in the game.

From some explanations above it can be concluded that make a sentence card game is a game where the students make a complete sentence depend on the words of the cards. This game is one of effective ways as a technique to teach grammar especially simple present tense.

#### **b. The Advantages and Disadvantages of Make a Sentence Card Game**

According to Latuheru, Make a Sentence Card Game has a lot of advantages and the disadvantages. Here are the advantages of Make a Sentence Card Game:

1. Through make a sentence card game, students can immediately see or know the results of their work.
2. Make a sentence card game allows students to solve the real problems.
3. Make a sentence card game provides real experiences and can be repeated as many times as desired.
4. Make a sentence card game can be used in various learning.<sup>33</sup>

It means that make a sentence card game is a way that flexible to use in learning process that will be make students feel the real process learning in the class, because students as the active subject in play of the game.

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<sup>32</sup>Peter Watchin- Jones, *Vocabulary Game and Activities 1*, London: Longman, 2001, p.7.

<sup>33</sup>John D. Latuheru, *Media Pembelajaran Dalam Proses Belajar Mengajar Masa Kini*, Jakarta: Depdikbud, 1988, pp.112-113.

According to Richardson and Morgan, there are some advantages and disadvantages of Make a Sentence Card Game. Here are the advantages of Make a Sentence Card Game:

1. Make a sentence card game is a game that suitable for all ages.
2. Be able to help the students remember grammar which are difficult to be memorized.
3. Improve the ability to cooperate with each other (if using groups).
4. Invite the students to think quickly.
5. Make the students to be more creative and active.<sup>34</sup>

It means that make a sentence card game enable teachers can be easier to show and explain the material of simple present tense in teaching process. In other hand, students can be more creative and active in their learning and the process of learning can be fun.

The disadvantages of make a sentence card game in teaching and learning process according to Latuheru:

1. Because the game process conducted in groups, the students who are not active in the game will hinder the process to achieve the learning objectives.
2. After the game is finish, the will be discussion to reach the ultimate goal of learning, so that the game needs a longer time.<sup>35</sup>

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<sup>34</sup>J.S, Richardson, and R.F, Morgan, *Reading to Learn in the Content Areas*, Belmont, CA: Cengage Learning, 2007, p.332.

Make a sentence card game make the students as the active subject in the game, but if some students are not active, it will make the process of the game is not success, so that it will need a longer time to achieve of objective of learning. As the teacher, we have to make all students have an important role in the game and invite all students to be able to make a sentence card game, so that all students become active in the game. If the teacher can encourage students to play active in the game and all students understand with the lesson, the teacher does not require a lot of time to make the discussion.

Furthermore, according to Richardson and Morgan, here the disadvantages of Make a Sentence Card Game:

1. Makes the class difficult to be controlled.
2. Students will be asked to make games continuously more than the material.<sup>36</sup>

Because the game process conducted in groups and MSCG is the fun game, the teacher will be difficult to control the class, and usually students will be asked to make games continuously more than the material, so the teacher have to make students working in the small group with 3-4 students per group so that teacher can be easier to control the class, teacher have to focus on the learning objectives and explain to her/his students, so the game is not out of the learning objectives.

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<sup>35</sup>Latuheru, *Op Cit*, p.115.

<sup>36</sup>Richardson and Morgan, *Op Cit*, p.332.



### **c. Procedure of Make a Sentence Card Game**

According to Jones, there some procedure of Make a Sentence Card Game as follows:

#### **1. Type of activity**

Teacher leads whole class activity with the students working in small group of three. The teacher reads out twenty sentences with gaps and the students have to decide which word is missing in each sentence.

#### **2. Preparation**

Copy the numbers 1-20 sheet on page 156 (one copy per group). Also copy and cut up the cards on page 73 (one set per group)

#### **3. Process**

- a. Divide the class into groups of 3-4 per group. Give each group a copy of the numbers 1-20 sheets plus a set of cards. Tell the students to arrange the cards on the desk in front of them. Try to get them to arrange them into topic area. Allows 5 minutes for this. Go around and check that they understand their works.
- b. Read out the sentences below, one at a time. Say the number of the sentences before you read it out. If necessary, read each sentence more than once. Make sure you clearly indicate (by making a sound, etc.) where the missing word is in each sentence.
- c. The students look at their words and decide if they can find one which will fit into the sentence you have just read out. They place it in box 1 for sentence 1,

box 2 for sentence 2, and so on. Encourage them to guess, even if they aren't 100 percent sure.

- d. Continue in this manner until you have read out all twenty sentences.
- e. Check orally. Ask for suggestions for each missing word before reading out the sentence again. Give each group 1 point for each correct answer.<sup>37</sup>

Furthermore, Morgan and Rinvoluceri in their book explain the procedure of Make a Sentence Card Game as follows:

1. Write a sentence in the target structure on the card, e.g.

Who's ***been*** eating my porridge?

Explain to the students that you want them to write sentences that have exactly the same grammar as the above sentence, but all the words apart from the one in the box, *been*, must be different and must be their own words. So the first word must be an interrogative pronoun, the second an auxiliary verb, the third no change, the fourth a main verb + ing, etc.

2. Ask the students to write their sentences on the card. Do not correct their sentences before they get them up on the card. Now ask the class to decide which sentences are right and which wrong. Allow the students as much room as possible in this discussion.

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<sup>37</sup>Watchin- Jones, *Op Cit*, pp.7-8.

Note: the first time you do this exercise with a class there may be some confusion in the students' minds as to what exactly you are after. It is therefore important to start with a short, simple sentence.<sup>38</sup> From some explanations above it can be concluded that there are some procedure of make a sentence card game; the first teacher makes the students working in small group consist of 3-4 person per group. The second teacher prepares some of sentence cards for students depend on the material which will be studied. The third teacher asks the students to write missing word in their sentences on the card after teacher reads or writes the sentences that students must fill out (students should construct a sentence correctly). The last, teacher gives each group 1 point for each correct answer.

#### **d. Procedure of Teaching Simple Present Tense by Using Make a Sentence Card Game Technique**

From some experts, Watchin-Jones and Morgan-Rinvoluceri, the researcher modified the procedure of Make a Sentence Card Game for this research as follows.<sup>39</sup>

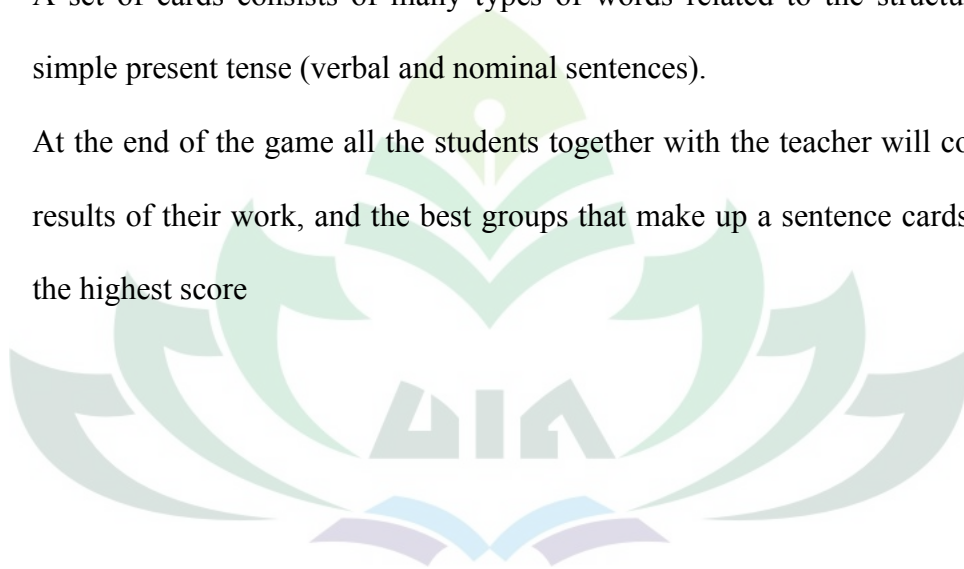
1. The teacher gives the material about simple present tense.
2. The teacher gives the explanation and some examples, then the teacher gives the exercises for the students, finally the teacher asks if the students have difficulty.
3. The teacher gives explanation about make a sentence card game technique and how to play make a sentence card game in simple present tense.

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<sup>38</sup>Morgan and Rinvoluceri, *Op Cit*, p.70.

<sup>39</sup>Watchin- Jones, *Op Cit*, pp.7-8

4. The teacher divides the students into some groups (3-4 students per group)
5. The teacher gives a set of cards to each group (the card consists of many colors in which students had to put them together into sentences simple present tense, his activity is done individually and alternately).
6. The process of make the sentences are similar with scrabble game. (scrabble game build the letters into word and MSCG build the words into sentence).
7. A set of cards consists of many types of words related to the structure in the simple present tense (verbal and nominal sentences).
8. At the end of the game all the students together with the teacher will correct the results of their work, and the best groups that make up a sentence cards will get the highest score



## 7. Lecturing Technique

### a. Definition of Lecturing Technique

Lecturing technique is a technique of teaching that is most widely used in teaching and learning. This technique is done by delivering material to students directly or orally. Lecturing technique is oldest teaching technique applied in educational institution. This technique is one way channel of communication of information. Students' involvement in this technique is just to listen and sometimes pen down some notes if necessary during the teacher, combine the information and organized it.<sup>40</sup>

It is supported by Surahmad in Wibowo, he states that lecturing technique is verbal explanation by the teacher to the class, while the role of the students listen carefully, and write the subject matter of which explain by the teacher.<sup>41</sup> According to Roestiyah, lecturing technique is a way of teaching that is used to convey information about an issue and problem orally.<sup>42</sup>

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<sup>40</sup>Umar Farooq, *Lecturing Method of Teaching, Definition, Advantages and Disadvantages*, at: <http://www.studylecturenates.com/social-sciences/education/382-lecture-method-of-teaching-definition-advantages-a-disadvantages->, accessed in March 2017

<sup>41</sup>Dwi Cahyadi Wibowo, *dkk, Metode Ceramah*, at: [http://dwicahyadiwibowo.blogspot.co.id/2015/09/metode-ceramah\\_27.html](http://dwicahyadiwibowo.blogspot.co.id/2015/09/metode-ceramah_27.html), accessed in March 2017

<sup>42</sup>Roesiyah, *Metode Pembelajaran Ceramah*, at: <http://itsarbolo.blogspot.co.id/2013/08/metode-pembelajaran-ceramah.html>, accessed in March 2017

From explanation above, it can be concluded that lecturing technique is one of the way in teaching and learning where the process as the teacher is explain the material directly or orally and the students listen carefully and write the material.

#### **b. Advantages and Disadvantages of Lecturing Technique**

According to Farooq, there are some advantages and disadvantages of Lecturing Technique. Here are the advantages of Lecturing Technique:

1. In this teaching technique a large amount the topics can be covered in a single class period.
2. Using of this technique exclude the using of any equipment or lab.
3. Learning material is not required.
4. Student listening skill developed
5. Logical arrangement of the material in order to present it orally.
6. Help to learn languages.<sup>43</sup>

Lecturing technique used by many teachers in learning process, because this technique can make the teacher explain of many materials with the way gives the material by directly or orally. Students can get a lot of knowledge from teacher without having to search. In addition, according to Hisyam in Wibowo, there are some advantages and disadvantages of Lecturing Technique. Here are the advantages of Lecturing Technique:

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<sup>43</sup>Farooq, *Op Cit.*

1. The preparation and media used is simple.
2. Efficient in term of time.
3. Can be conveying a lot of material.
4. Encourage teachers to master the material.
5. Students can directly receive knowledge without preparation.<sup>44</sup>

Many teachers used lecturing technique because lecturing technique is simple teaching technique that teacher used in learning process and students only focus to receive the material with the efficient time and simple preparation.

The disadvantages of Lecturing Technique in teaching and learning process according to Farooq:

1. Learning is an active process thus study should encourage the students to active in the class room instead of just listening the teacher.
2. Attention level is not the same while students listening the teacher<sup>45</sup>

Lecturing technique make the students to understand the material by orally or directly, so that the students that have different ability to receive of material it will be determine the result of how many the students get the material of learning. The teacher must be able to explain the material with the media to support learning process, not only explain material by orally, so that all students

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<sup>44</sup>Wibowo, dkk, *Op Cit.*

<sup>45</sup>Farooq, *Op Cit.*

are able to understand the material that teacher give. Furthermore, according to Hisyam in Wibowo, there are some disadvantages and disadvantages of Lecturing Technique. Here are the diadvantages of Lecturing Technique:

1. Students are not active.
2. Monotonous.
3. Not develop students' creativity.
4. Makes student only as the object of learners.<sup>46</sup>

Lecturing technique makes students are not active in learning process and there is no reciprocal relationship in learning process, so that the learning becomes monotonous. In this case teacher can make the class more active with the way teacher and students make question and answer session before go to the material that they will be studied. Then teacher can use media like LCD and Speaker to explain the material. So that class condition is not monotonous.

### **c. Procedure of Teaching Simple Present Tense by Using Lecturing Technique**

Lecturing technique is a way to make the students to follow of the learning process, lecturing technique is the flexible technique to use in many process of English learning, and the English material that can use lecturing technique is simple present tense. Sagala shows the procedure of teaching simple present tense by using lecturing technique as follows:

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<sup>46</sup>Wibowo, dkk, *Op Cit.*



1. The teacher gives stimulus to the students to able to enter into learning process and explains the purpose of learning simple present tense.
2. The teacher explains the basic subject matter of simple present tense that will be discussed. The teacher must be able to mastering the material that will be explained.
3. The teacher explains the material of simple present tense that stimulate students to be active in the learning process with the ways, the teacher gives the ask and question section and using the media to support the learning process.
4. The last of the lesson, the teacher concludes the material of simple present tense, and gives students the chance to provide feedback on the material simple present tense.<sup>47</sup>

So that, in the learning process using lecturing technique, the important role of a teacher is needed to achieve the goal of learning. The teacher must be prepares the material of simple present tense before the learning process in the class will be started. The teacher also prepares the media to support of learning process.

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<sup>47</sup>Syaiful Sagala, *Model Pembelajaran Metode Ceramah*, at: <http://aziz-almasbagik.blogspot.co.id/2015/06/model-pembelajaran-metode-ceramah.html>, accessed in March 2017

## **B. Frame of Thinking**

In teaching simple present tense, an English teacher must be able to help students to memorize sentences or pattern. Therefore the teacher must have kinds of technique to make the students interest and have information in learning English. The teacher must prepare the material well, using suitable technique or media in teaching and learning simple present tense. In order to help the students in learning simple present tense, an English teacher must have a good technique to teach. In this case, the researcher use Make a Sentence Card Game as a technique in teaching simple present tense, the students can learn more creatively and progressively by using make a sentence card game.

This game aims to help students in composing sentences of simple present tense orally and in writing. Make a sentence Card Game is an activity to acquire a particular skill in a fun way and can help create conducive classroom atmosphere. Students can participate actively in the classroom, so that it can improve students' motivation. That way the material will be easier delivered and students are also easier in absorbing the material provided and will imprint in the memory of students. With

Make a Sentence Card Game is expected to student can interact, communicate well with teacher and others, foster attitudes of cooperation, competitive, and most importantly can motivate students to learn. Students will more easily remember and understand the material provided by the teacher than by just listening to the

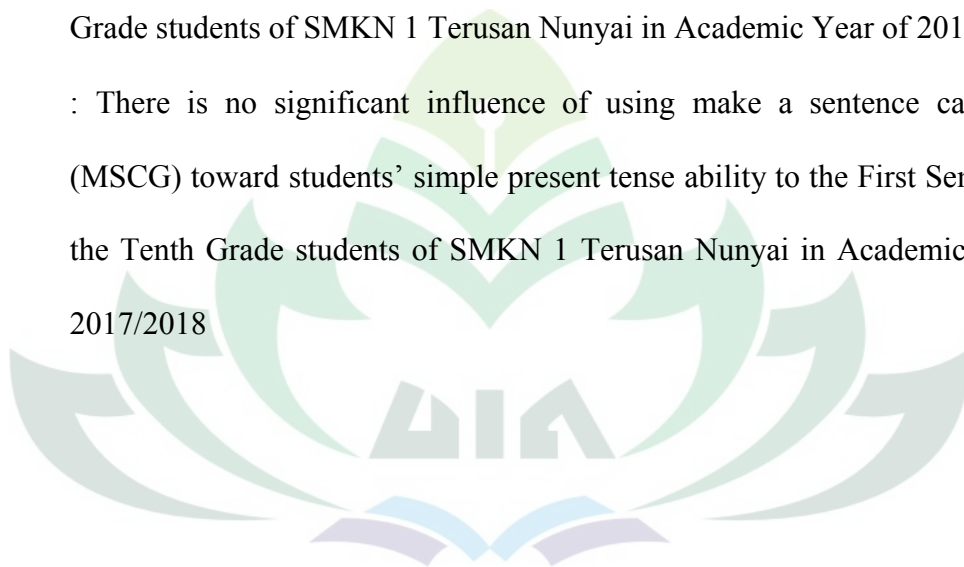
assumed that make a sentence card game could be increase students' simple present tense ability.

### **C. Hypothesis**

The researcher formulates the hypotheses of the research as follows:

H<sub>1</sub> : There is significant influence of using make a sentence card game (MSCG) toward students' simple present tense ability to the First Semester of the Tenth Grade students of SMKN 1 Terusan Nunyai in Academic Year of 2017/2018

H<sub>2</sub> : There is no significant influence of using make a sentence card game (MSCG) toward students' simple present tense ability to the First Semester of the Tenth Grade students of SMKN 1 Terusan Nunyai in Academic Year of 2017/2018



## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In conducting this research the researcher applied quasi experimental design because in order to know the influence of using make a sentence card game towards students' simple present tense ability. Experimental design is the general plan to carrying out a study with and active independent variable.<sup>1</sup> In this research, the researcher used quasi experimental research design, quasi-experiments include assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.<sup>2</sup> In this research, the researcher used two classes of students that consists of one class as the experimental class and another class as the control class.

According to Ary, *et.al.*, who state that the variety of quasi experimental designs, which can be divided into two main categories, there are pre-test, post-test, and post-test-only.<sup>3</sup> The researcher used pre-test and post-test.

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<sup>1</sup>Donald Ary, Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education, Eighth Edition*, Nashville: Wadsworth Cengage Learning, 2010, p.301.

<sup>2</sup>John W. Creswell, *Educational Research, Fourth Edition*, Boston: Pearson Education, 2008, p.309.

<sup>3</sup>Ary, *et.al.*, *Op. Cit*, p.307.

The researcher applied the pre-test and post-test design approach to a quasi-experimental design. The researcher design can be presented in table 3:

**Table 3**  
**Pre-test and Post-test Design**

Select Control Group	Pre-test	No Treatment	Post-test
Select Experimental Group	Pre-test	Experimental Treatment	Post-test

In this research, the students was given pre-test to know their simple present tense ability before treatment and post-test after the treatment by make a sentence card game. The pre-test and post-test was conducted for control and experimental class.

## **B. Variables of the Research**

A variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organization study.<sup>4</sup> There are two variables in this research namely: independent variable and dependent variable. Independent variable is the major variable which will be investigated. It is the variable that will be selected, manipulated, and measured in the research. While dependent variable is a variable which is observed and measured to determine the effect of independent variable.<sup>5</sup> In this research there are two variable, they are:

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<sup>4</sup>Creswell, *Op. Cit*, p.112.

<sup>5</sup>*Ibid*, pp.115-116.

Make a Sentence Card Game as independent variable (X)

1. Students' Simple Present Tense ability as a dependent variable (Y)

### **C. Operational Definition of Variable**

The operational definition of variable used to describe the characteristics of the variable investigated of the researcher. The operational definition of variables as follows:

1. Make a Sentence Card Game is a game where the students make a complete sentence depend on the words of the cards. This game is one of effective ways as a technique to teach grammar especially simple present tense.
2. The students' simple present tense ability is skill or quality of understanding simple present tense that expressing habitual actions.

### **D. Population, Sample and Sampling Technique**

#### **1. Population**

The population in social science research refers to all of your potential participants; think of it as the whole group of people in which you are interested.<sup>6</sup> According to Ary *et.al.*, who state that the larger group about which the generalization is made is called a population. A population is defined as all members of any well-defined class of people, events, or

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<sup>6</sup>James B. Schreiber and Kimberly Asner-Self, *Educational Research the Interrelationship of Question, Sampling, Design and Analysis*, Cambridge: John Willey and Sons Inc, 2011, p.83.



objects.<sup>7</sup> Population of this research was all of the students at the second semester of the tenth grade of SMK Negeri 1 Terusan Nunyai. The number of populations are 81 students consists of four classes as shown on the table 3.1:

**Table 3.1**  
**The Population of the Students at the First Semester of Tenth Grade of SMKN 1 Terusan Nunyai in Academic Year of 2017/2018**

No.	Class	Gender		The Number of Students
		Male	Female	
1.	X TKR	22	0	22
2.	X AK	0	17	17
3.	X TKJ	9	17	26
4.	X TEI	15	1	16
<b>Total</b>		<b>37</b>	<b>92</b>	<b>81</b>

*Source: Document of SMK N 1 Terusan Nunyai 2017/2018*

## 2. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.<sup>8</sup> Fraenkel adds that a sample is any part of a population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.<sup>9</sup> The sample of this research was divided into two classes. Because there are four classes, the class that was as experimental class and control class was chosen by sampling technique below.

<sup>7</sup>Ary *et.al.*, *Op. Cit*, p.148.

<sup>8</sup>Creswell, *Op.Cit*, p.142.

<sup>9</sup>Jack R. Fraenkel, *How to Design and Evaluate Research in Education*, New York: McGraw-Hill, 2009, p.106.

### 3. Sampling Technique

In getting the sample from population, the researcher used cluster random sampling. Cluster random sampling occurs when the population is already divided into natural, preexisting groups. A cluster can be a state, district, school, classroom, metropolitan statistical area, city zone area, neighborhood block, street, and etc.<sup>10</sup> The researcher was conducted the research at the first semester of the tenth grade. The first semester of tenth grade consists of four classes, but it is quite hard to maintain all of the tenth grade students as sample of this research, so the researcher was selected two classes as the sample.

Steps in determining the experimental class and control class as follows:

1. Firstly, the researcher wrote four names of classes in small pieces of paper and then the researcher rolled them up and put them into a glass.
2. Secondly, the researcher was shaken and choosed an experimental class first by putting one of them out the glass randomly. After that, the class which comes out of the glass was the experimental class.
3. Then, pieces of the rolled papers was inserted back and shake to get the control class.

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<sup>10</sup> Schreiber, *Op. Cit*, p.89.

### **E. Data Collecting Technique**

In collecting the data, the researcher used some technique, they are:

#### **1. Pre-test**

The pre-test was given before the treatments. It was done by using multiple choice questions which the total number of test is 25 items with the options answers are a,b,c, or d. The researcher gave pre-test to the students in control class and the experimental class to measure their simple present tense ability before treatment. In pre-test, the students asked to answer the multiple choice question that was provided that consists of 25 questions and 60 minutes for time allocation.

#### **2. Post-test**

The post-test was done after the students in the experimental and the control class gets the treatment by using make a sentence card game technique. In the post-test, the students also asked to answer the multiple choice question that was provided that consists of 25 questions and 60 minutes for time allocation.

## F. Research Instrument

Arikunto says that instrument is a device used by the researcher during the data collecting by which the work is easier as the data are complete and systematic.<sup>11</sup>

The research instrument that was used in this research is multiple choice question tests. The researcher made two instruments, they are pre-test and post-test. In this case, the students were asked to answer of 25 items after validation of multiple choice questions and 60 minutes for time allocation.

One kind of grammar test is TOEFL, TOEFL in part of structure test usually needs 25 minutes to answer 40 items of questions. So that, only 0,5-1 minutes to work of TOEFL in structure test. In the grammar assessment for multiple choice tests, every student needs 1-3 minutes per item to answer the test.<sup>12</sup> It is supported by Kemendikbud, Kemendikbud states that time allocation required by students to finish on the English test in final exam is 120 minutes for 50 items.<sup>13</sup> So that, time allocation that the students need to finish the multiple choice test in grammar is 1-3 minutes per items depend on the difficulty level on the test.

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<sup>11</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2006, P.203.

<sup>12</sup>Arifin Muslim, *Tes Objektif*, at: <http://arifinmuslim.wordpress.com/2014/02/22/tes-objektif/> accessed in May

<sup>13</sup>Kemendikbud, *Jumlah Soal dan Alokasi Waktu UN Tahun 2017*, at: [www.panduandapodik.id/2017/01/jumlah-soal-dan-alokasi-waktu-un-tahun-2017/html?m=1](http://www.panduandapodik.id/2017/01/jumlah-soal-dan-alokasi-waktu-un-tahun-2017/html?m=1) accessed in May

In this case, the students were answered multiple choice test in simple present tense that consists of 40 questions and 60 minutes for time allocation. This test was aimed to measure the students' simple present tense ability. The researcher made two instruments, they are pre-test and post-test. Before the test will be administered, the researcher was try out the instrument to the students SMKN 1 Terusan Nunyai. From 40 items from pre-test either 40 items for post-test of multiple choice test. The specifications of test for pre-test as follows:

**Table 3.2**  
**Specification of Pre-test Before Validity**

Categories	Questions	Form			Number (Even)	Number (Odd)
		(+)	(-)	(?)		
Predicate Nominal						
Verbal	-S	4			-	13, 22, 29, 33
	-ES	5			6, 30,38	23, 31
	Do		4	4	4, 16, 20, 24, 32,	11, 21, 25
	Does		5	5	2, 18, 26, 34, 36	1, 7, 9, 35,37
Nominal	am, is, are	6	4	3	2, 8, 10, 14, 28,40	3, 5, 15, 17, 19, 27,39
Total		15	13	12	19	21
		40			40	

Based on the table 3.2, there were classifications of the test items, there were 27 items of verbal form (verbal in positive: 9 items, verbal in negative 9 items, and verbal in interrogative: 9 items). Then, there were 13 items of nominal form (nominal in positive: 6 items, nominal in negative 4 items, and nominal in interrogative: 3 items). The total numbers of the test items were 40 items.

**Table 3.3**  
**Specification of Post-test Before Validity**

Categories	Questions	Form			Number (Even)	Number (Odd)
		(+)	(-)	(?)		
Predicate Nominal						
Verbal	-S	5			30, 32	27, 35, 39
	-ES	4			16, 22	19, 25
	Do		5	5	14, 18, 20, 24, 38	15, 17, 21, 23, 37
	Does		4	3	6, 8, 26, 28, 34	11, 31
Nominal	am, is, are	6	4	4	2, 4, 10, 12, 36	1, 3, 5, 7, 9, 13, 29, 33
Total		15	13	12	19	21
		40			40	

Based on the table 3.3, there classifications of the test items, there were 26 items of verbal form (verbal in positive: 9 items, verbal in negative 9 items, and verbal in interrogative: 8 items). Then, there were 14 items of nominal form (nominal in positive: 6 items, nominal in negative 4 items, and nominal in interrogative: 4 items). The total numbers of the test items were 40 items.

**Table 3.4**  
**Specification of Pre-test After Validity**

Categories	Questions	Form			Number (Even)	Number (Odd)
		(+)	(-)	(?)		
Predicate Nominal						
Verbal	-S	2			-	13, 22
	-ES	2			6	23
	Do		4	3	4, 16, 20, 24	11, 21, 25
	Does		2	3	2, 18	1, 7, 9
Nominal	am, is, are	4	3	2	2, 8, 10, 14	3, 5, 15, 17, 19
Total		8	9	8	11	14
		25			25	



Based on the table 3.4, there were classifications of the test items, there were 16 items of verbal form (verbal in positive: 4 items, verbal in negative 6 items, and verbal in interrogative: 6 items). Then, there were 9 items of nominal form (nominal in positive: 4 items, nominal in negative 3 items, and nominal in interrogative: 2 items). The total numbers of the test items were 25 items (see appendix 24).

**Table 3.5**  
**Specification of Post-test After Validity**

Categories	Questions	Form			Number (Even)	Number (Odd)
		(+)	(-)	(?)		
Predicate Nominal						
Verbal	-S	2	2		20,24	21,23
	-ES	4			16, 22	19, 25
	Do		2	2	14, 18	15, 17
	Does		2	1	6, 8	11
Nominal	am, is, are	4	3	3	2, 4, 10, 12	1, 3, 5, 7, 9, 13
Total		10	9	6	12	13
		25			25	

Based on the table 3.5, there were classifications of the test items, there were 15 items of verbal form (verbal in positive: 6 items, verbal in negative 6 items, and verbal in interrogative: 3 items). Then, there were 10 items of nominal form (nominal in positive: 4 items, nominal in negative 3 items, and nominal in interrogative: 3 items). The total numbers of the test items were 25 items (see appendix 24).

### G. Scoring Procedure

Before getting score, the researcher determined the procedure to be used in scoring students' work. In order to do that, the researcher used Arikunto formula. The ideal score is 100. The score of pre-test and post-test was calculated by using formula as follows:

$$S = \frac{r}{n} \times 100$$

Notes:

S : The score of the test

r : The total of the right answer

n : the total item<sup>14</sup>

### H. Research Procedure

In conducting this research, the researcher applied some procedures as follows:

#### 1. Determining the subject of the research

The subjects of the research were the students on the first semester at the tenth grade of SMKN 1 Terusan Nunyai in Academic Year of 2017/2018.

One group was taught through make a sentence card game as an experimental class and another one was taught using lecturing technique as a control class.

#### 2. Designing the instruments

The instrument that used in this research is multiple choice tests. The students got the same instrument for both classes in several topics that was consulted.

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<sup>14</sup>*Ibid*, p.271.

### 3. Trying out the test

Try out was conducted to identify how accurate and effective the tests before they used to collect the data of the research and identify whether the test can be administered or not.

### 4. Administering Pre-test

Pre-test was conducted before the treatment. This test was aimed to know the students' simple present tense ability before giving the treatment. The researcher prepares try out the test for pre-test and post-test, the total number of each of test are 25 items with options a, b, c, or d.

### 5. Conducting the treatment

Treatment was given in three meetings. In the treatment, the researcher as the teacher was taught the students using make a sentence card game. The students were given the explanation about definition, formula, and example of simple present tense.

### 6. Administering Post-test

Post-test was conducted after the treatment. This test was aimed to know the students' simple present tense ability after giving the treatments. In this test, the multiple choices were given to students by researcher.

### 7. Analyzing the data

In analyzing the result, the result of pre-test and post-test was accounted by researcher.

## **I. Validity and Reliability of the Test**

### **1. Validity of the Test**

A good test is the test that has validity. According to Arikunto, validity is a matter of relevance. It means that the test measure what is claimed to be measure.<sup>15</sup> It means that a good test must have validity, so the test can be measured based on the aspects in simple present tense that was measured. To measure whether the test has good validity or not, the researcher used the content, construct, and internal validity.

#### **a. Content Validity**

Best and Kahn say that content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was design, content validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.<sup>16</sup> It means that to get content validity the test was adapted with an English teacher and the student book that is the test that suitable with subject that would be taught to the students.

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<sup>15</sup> *Ibid*, p.102.

<sup>16</sup> John W. Best and James V. Kahn, *Research in Education, Seventh Edition*, New Delhi: Prentice-Hall, 1995, p. 295.

Content validity concerns whether the tests are good reflection of the materials that need to be tested. Content validity refers to instruments that are parallel with the matter that was measured because in this research the test is intend to measure students' simple present tense ability of the tenth grade of Vocational High School. Based on the syllabus, simple present tense is taught at the first semester of the tenth grade of Vocational High School.

b. Construct Validity

Best and Kahn say that construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.<sup>17</sup> It means that construct validity is focused on the aspects of the test which can measure the ability especially for students' simple present tense ability. In this research, the researcher asked students to answer of multiple choice question tests that can measure the students' simple present tense ability based on the scoring from Arikunto. To make sure, the researcher consulted to the English teacher of Vocational High School, Mrs. Kartika Dewi, S.Pd. as an English Teacher for determining whether the test was obtained construct validity or not and she said that the test was valid in this research.

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<sup>17</sup> *Ibid*, p.296.

### c. Internal Validity

Internal validity is the analysis that used to test the validity of the item that was proposed in the test. ANATES is one of analysis technique that can be used to validating of the items that would be used in this test. Which scores of the test result of each item correlate with the score about the totality of the result.

From the result of validity analysis of two stages that were pre-test and post-test showed that in the pre-test items, there were 15 invalid items; these were numbers 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 13, 14, 30, 32, and 34. Meanwhile the other 25 items were valid; these were numbers 5, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 33, 35, 36, 37, 38, 39, and 40. In the post-test items, there were 15 invalid items; there were numbers 4, 8, 10, 11, 13, 16, 18, 23, 26, 27, 30, 33, 34, 36, and 40. Meanwhile the other 25 items were valid; these were numbers 1, 2, 3, 5, 6, 7, 9, 12, 14, 15, 17, 19, 20, 21, 22, 24, 25, 28, 29, 31, 32, 35, 37, 38, and 39.



## 2. Reliability of Test

According to Hatch and Farhady, they state that reliability can be defined as the extent to which a test produces consistent results when administered under similar conditions. To certain the reliability of the test items, this research used SPSS 16 for windows and *Anatest* to calculate the reliability of the test. The criteria of reliability test are:<sup>18</sup>

**Table 3.6**  
**The Level of Reliability**

0.00 – 0.200	Very low reliability
0.200 – 0.400	Reliability is low
0.400 – 0.600	Medium reliability
0.600 – 0.800	Reliability is high
0.800 – 1.00	Reliability is very high

From the criteria of reliability above, it can be drawn a conclusion that the result obtained in the *Anates* of reliability was high reliability because result of reliability for pre-test was 0.88 and the result of post-test was 0.76. The researcher concluded that degree of the level of reliability of the students were high reliability (see appendices 24 and 25).

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<sup>18</sup>Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendidikan Praktik*, Jakarta: Rineka Cipta, 2010, p.310.

## J. Data Analysis

After collecting the data, the researcher was gone to analyze the data by using t-test. There were two tests that must be done before analyzing the data by using t-test. The tests consist of:

### 1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researchers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.<sup>19</sup>

#### a. Normality Test

The Normality is used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*). While the criteria of acceptance or rejection of normality test are as follows:

$H_0$  is accepted if  $\text{sig} > \alpha = 0,05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0,05$

The hypotheses for the normality test are formulated as follows:

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<sup>19</sup>M. Erceg-Hurn, *Modern Robust Statistical Method.*, (Crawley: 2008, American psychological Association) p. 591

$H_0$  : the data are normally distributed

$H_a$  : the data are not normally distributed.

### **b. Homogeneity Test**

After the researcher gets the conclusion of normality test, the researcher did the homogeneity test in order to know whether the data was homogenous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test are as follow:

$H_0$  is accepted if  $\text{sig} > \alpha = 0,05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0,05$

The hypotheses for the homogeneity test were formulated as follows :

$H_0$  = The variances of the data are homogenous

$H_a$  = The variances of the data are not homogenous

### **c. Hypothetical test**

After the researcher knows that the data was normal and homogeneous, the data was analyzed by using T-test in order to know the significance of the treatment effect. The researcher used *SPSS* (Statistical Program for Social Science) to process the data in normality test, homogeneity test, and t-test.

While the criteria acceptance or rejection of hypothesis test are:

$H_a$  is accepted if  $\text{sig} < \alpha = 0,05$

$H_o$  is accepted if  $\text{sig} > \alpha = 0,05$

The hypothesis formulas are:

$H$  : There is significant influence of using make a sentence card game (MSCG) toward students' simple present tense ability

$H$  : There is no significant influence of using make a sentence card game (MSCG) toward students' simple present tense ability.

The criteria are:

$H_a$  is accepted if  $t_{\text{observed}} > t_{\text{critical}}$ , or  $(t_{\text{observed}} > t_{\text{critical}})$ .

$H_o$  is accepted if  $t_{\text{observed}} < t_{\text{critical}}$ , or  $(t_{\text{observed}} < t_{\text{critical}})$ .<sup>20</sup>

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<sup>20</sup>Sudijono, *Op.Cit*, p.313.

## CHAPTER IV RESULT AND DISCUSSION

### A. Result of the Research

#### 1. Result of the pre-test in the experimental class

The researcher conducted pre-test in order to see students' ability before the treatment. The pre-test administered on November 9<sup>th</sup> 2017. The scores of students' simple present tense ability tested in pre-test in the experimental class could be seen in Figure 2

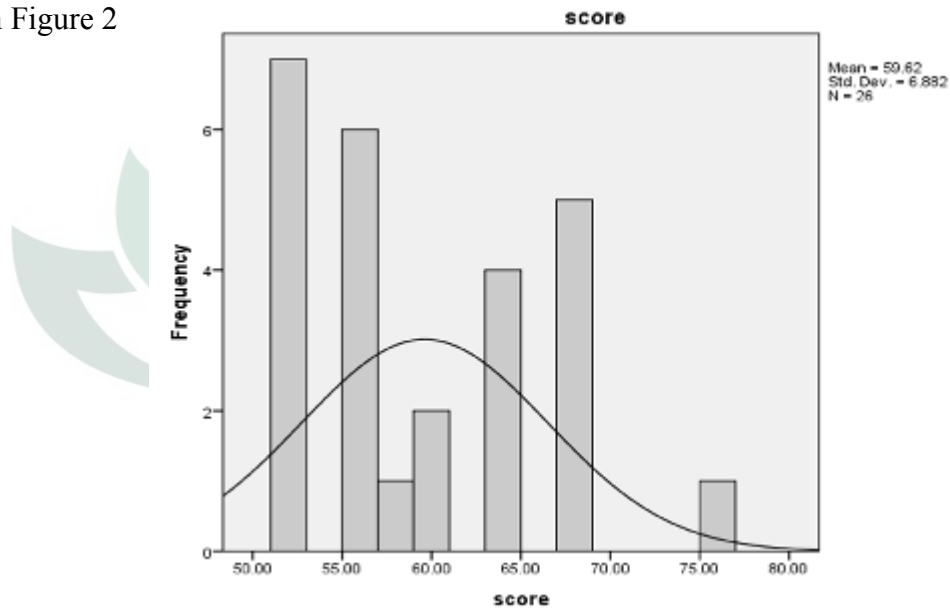


Figure 2  
Graphs of the Pre-Test Result in Experimental class

Based on Figure 2, the mean of pre-test in experimental class was 59.62, standard of deviation = 6.88 , N = 26, median = 57.00 , mode = 52.00, variance = 47.37,

minimum score = 52.00, and maximum score = 76.00. It showed students' simple present tense ability after they got the treatments (See Appendix 11)

## 2. Result of the pre-test in the control class

The researcher also gave pretest in control class to see students' ability before the treatment. It was administered on November 13<sup>th</sup> 2017. The scores of pre-test in control class are presented in Figure 3.

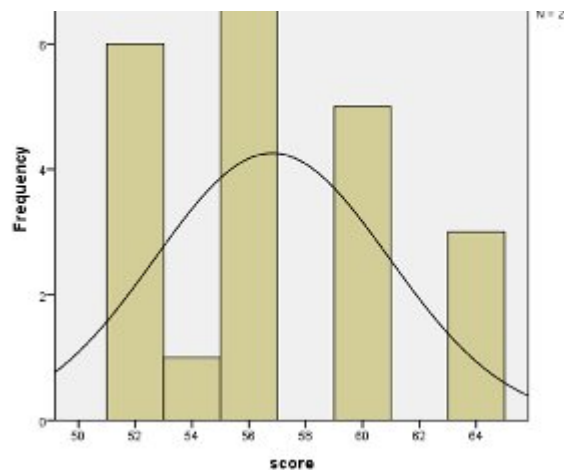


Figure 3  
Graphs of the Pre-Test Result in Control class

Based on the Figure 3 that the mean of pre-test in control class was 56.82, standard of deviation = 4.12, N = 22, median = 56.00, mode = 56, variance = 17.013, minimum score = 52, and maximum score = 64. It showed students' simple present tense ability after they got the treatments (See Appendix 12).



### 3. Result of the post-test in the experimental class

The researcher also gave post-test in experimental class to see students' ability after the treatment. It was administered on December 7<sup>th</sup>, 2017. The scores of post-test in control class are presented in Figure 4.

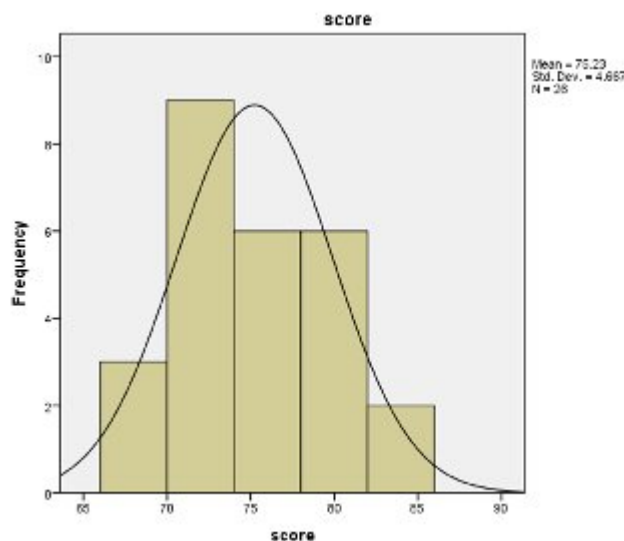


Figure 4  
Graphs of the Post-Test Result in experimental class

Based on the Figure 4 that the mean of post-test in experimental class was 75.23, standard of deviation = 4.68,  $N = 26$ , median = 76.00, mode = 72, variance = 21.785, minimum score = 68.00, and maximum score = 84. It showed students' simple present tense ability after they got the treatments (See Appendix 13).

#### 4. Result of the post-test in the control class

The researcher also gave post-test in control class to see students' ability after the treatment. It was administered on December 4<sup>th</sup>, 2017. The scores of post-test in control class are presented in Figure 5.

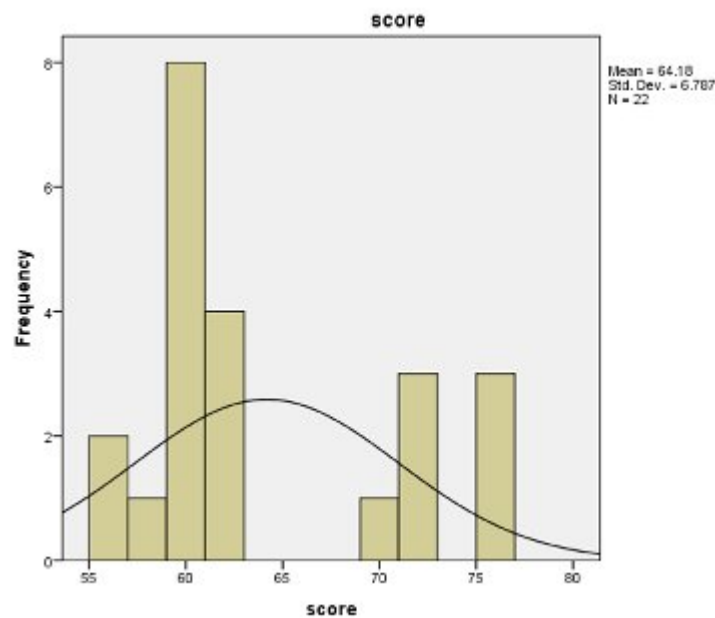


Figure 5  
Graphs of the Post-Test Result in Control class

Based on the Figure 5 that the mean of post-test in control class was 64.18, standard of deviation = 6.78, N = 22, median = 61.00, mode = 60, variance = 46.06, minimum score = 56, and maximum score = 90.00 . It showed students' simple present tense ability after they got the treatments (See Appendix 14).

## **B. Data Analysis**

### **1) Fulfillment of the Assumptions**

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researchers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.

#### **a. The Result of Normality Test**

The normality test is used to measure whether the data in the experimental class and control classes are normally distributed or not. In this research the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.

The hypothesis formulas were:

$H_0$  = the data have normal distribution.

$H_a$  = the data do not have normal distribution.

Criteria of acceptance were:

$H_0$  is accepted if  $Sig (Pvalue) > \alpha = 0.05$

$H_a$  is accepted if  $Sig (Pvalue) < \alpha = 0.05$

**Table 10**  
**Normality of the Experimental and Control Class**

Tests of Normality							
	class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
score	Experimental	.158	26	.093	.904	26	.019
	Control	.128	22	.200*	.951	22	.337
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on Table 10, it can be seen that Pvalue (Sig) for experimental class was 0.93 for Kolmogorov-Smirnov<sup>a</sup> and 0.19 for Shapiro-Wilk. Pvalue (Sig) for control class was 0.20 for Kolmogorov-Smirnov<sup>a</sup> and 0.33 for Shapiro-Wilk. Because *Sig* (Pvalue) of experimental class  $> \alpha$  0.05 it means  $H_0$  is accepted and *Sig* (Pvalue) for the control class  $> \alpha$  0.05 it means  $H_a$  is accepted. The conclusion was that the data in the experimental class and for the control class had normal distribution.

#### **b. The Result of Homogeneity Test**

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. The researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for homogeneity. The test of homogeneity employing levene's test.

The hypothesis for the homogeneity tests are:

$H_0$  = the variance of the data is homogenous

$H_a$  = the variance of the data is not homogenous

Criteria of acceptance were:

$H_0$  is accepted if  $\text{Sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig} < \alpha = 0.05$

**Table 11**  
**Homogeneity Test**

	Levene Statistic	df1	df2	Sig.
Based on Mean	.449	1	46	.506
Based on Median	.230	1	46	.634
Based on Median and with adjusted df	.230	1	44.781	.634
Based on trimmed mean	.476	1	46	.494

Based on the results obtained in the test of homogeneity of variances in the column Levene Statistics it can be seen that  $\text{Sign (Pvalue)} = 0.50 > \alpha = 0.05$ . It demonstrated that  $H_0$  is accepted because  $\text{Sign (Pvalue)} > \alpha = 0.05$ . It means that the variance of the data is homogenous.

### **c. The Result of Hypothetical Test**

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the researcher computed Independent sample T-test by using SPSS (*Statistical Package for Social Science*) for hypothetical of test.

The hypotheses formulas are:

H<sub>a</sub> : There is significant influence of using make a sentence card game (MSCG) toward students' simple present tense ability

H<sub>0</sub> : There is no significant influence of using make a sentence card game (MSCG) toward students' simple present tense ability.

Criteria of acceptance were:

H<sub>a</sub> is accepted if  $\text{Sig} < \alpha = 0.05$

H<sub>0</sub> is accepted if  $\text{Sig} > \alpha = 0.05$

**Table 12**  
**Hypothetical Test**

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
score	Equal variances assumed	.449	.506	5.222	46	.000	7.55944	1.44774	4.64528	10.47360
	Equal variances not assumed			5.273	45.865	.000	7.55944	1.43353	4.67367	10.44521

Based on the results obtained in the independent sample t-test above, that the value of significant generated  $\text{Sig}$  (Pvalue) = 0.000 <  $\alpha = 0.05$ . So, H<sub>0</sub> is rejected and H<sub>a</sub> is

accepted. Based on the computation, it can be concluded that there was a significant influence of using make a sentence card game (MSCG) toward students' simple present tense ability at the first semester of the tenth grade of SMK N 1 Terusan Nunyai Lampung Tengah in the academic year of 2017/2018.

### **C. Discussion**

Based on the result of research, it has shown that make a sentence card game (MSCG) toward students' simple present tense ability. From the result above, it can be seen that the result of students' post test in experimental class was higher than in the control class. Besides that, *Make a sentence card game (MSCG)* can improve students' simple present tense ability including definition, formula, and example of simple present tense.

In this research, the students were taught through Make a sentence card game (MSCG) in the experimental class and lecturing technique in the control class. The material was three topics of explanation about definition, formula, and example of simple present tense that was provided for three treatments. Before doing Make a sentence card game (MSCG) the researcher explained to the students that Make a sentence card game (MSCG) was and how the procedure of Make a sentence card game (MSCG).

From the analysis above, we knew that the students who got treatment by make a sentence card game (MSCG) got a better score than the students without using make



a sentence card game (MSCG) in teaching simple present tense. It was proved by the increasing average score in the experimental class. Consequently, it could be said that using make a sentence card game (MSCG) is one good technique to help students in learning English, especially in simple present tense ability and using make a sentence card game can increase their ability where the students make a complete sentence depend on the words of the cards. This game is one of effective ways as a technique to teach grammar especially simple present tense. It was supported by Jones, he said that make a sentence is an activity carried out by the group by linking each word into a sentence, he called the game is making sentence.

On other hand, post-test was given to measure the improvement of simple present tense ability in both classes after treatment done. Based on the analysis of the data and testing hypothesis, the result of the calculation was found that null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. From the analysis above, the researcher know that the students who got high frequency of using Make a sentence card game (MSCG) got better score.

Therefore, it can be concluded that using Make a sentence card game (MSCG) was one of good technique in students comperehension in learning English, especially in simple present tense. It means that Make a sentence card game (MSCG) could

improve students' simple present tense ability. In this technique, the students are supported to be active in the teaching learning process. It had been supported in previous research conducted by In addition, previous research conducted by Despita, Using Make-a-sentence Card Game is a good way towards students' present continuous tense mastery at SMAN 1 Sungkai Selatan Lampung Utara and previous research conducted by Syahdiah, Using Make-a-Sentence Card Game is a good way toward students' France vocabulary at SMAN 1 Cilacap. Game can be defined as something or instrument that is used to attract students motivation to follow the teaching and learning process. Make-a-Sentence Card Game (MSCG) is one of games that can be used in simple present tense learning process. The game is simple and interesting for the students could respond the task that the facilitator gave through this game. This game can effectively help in remembering and understanding the material, especially in sentence pattern.

Because the alternative hypothesis is accepted, the researcher concluded that there was influence of using make a sentence card game (MSCG) technique towards students' simple present tense ability at the first semester of the tenth grade of SMK N 1 terusan nunyai lampung tengah in the academic year of 2017/2018.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After conducting the research and analyzing the data, the researcher draws a conclusion as follows: There is a significant influence of using make a sentence card game (MSCG) towards students' simple present tense ability. Because by seeing the result of the data calculation in the previous chapter where null hypothesis ( $H_0$ ) was rejected, and alternative hypothesis ( $H_a$ ) was accepted, it means that the researcher assumption is true that is to say, make a sentence card game (MSCG) can give a significant influence towards students' simple present tense ability. It was supported by the scores achieved by that students in which they got higher scores after the researcher gave the treatment make a sentence card game (MSCG) as a technique in teaching simple present tense. The significant influence can be seen from Sig.(2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig.(2-tailed) is 0.000. it is lower than  $\alpha = 0.05$  and its mean  $H_0$  is rejected and  $H_a$  is accepted . It can be proved from the hypothetical, where alternative hypothesis is accepted and null hypothesis is not accepted

## **B. Suggestion**

Based on the conclusion above, the researcher give some suggestion as follow :

1. Suggestion to the teacher
  - a. In this research, the researcher found out that make a sentence card game (MSCG) can be used to develop and motivate the students' simple present tense ability. Due the finding, English teacher can help students increase their ability by using make a sentence card game (MSCG).
  - b. The English teachers should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in simple present tense.
2. Suggestion for the students

The students should study hard and more practice in writing English to improve their ability. They also should be active and creative in learning activity.
3. Suggestion to the Further Research

In this research the researcher focused on the influence of make a sentence card game (MSCG) towards students' simple present tense ability. Therefore, it is suggested for the next researcher to investigate the influence of other strategy towards other English skills such as listening, speaking, reading or writing skill.

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**Appendix 1**  
**Preliminary Letter**

**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

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*Alamat: Jl. Letkol H. Endro Suratmin Sukarame, Bandar Lampung 35131 Telp. (0721) 703260*

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Bandar Lampung, 03 Oktober 2016

Nomor : B.5842/In.04/WD.1/TL.01/10/2016  
Lampiran : -  
Perihal : Izin melaksanakan Pra Penelitian

Kepada :  
Yth. Kepala SMK Negeri 1 Terusan Nunyai  
Di  
Tempat

Assalamualaikum, Wr.Wb

Dalam rangka memenuhi persyaratan menyelesaikan studi pada program Strata 1 (S1) IAIN Raden Intan Lampung, maka dengan ini kami mohon Bapak/Ibu berkenan memberikan izin kepada mahasiswa :

Nama : Ervina Wulan Dari  
NIM : 1311040068  
Fakultas/Jurusan : Tarbiyah dan Keguruan Pendidikan Bahasa Inggris.

Untuk melaksanakan Pra Penelitian di SMK Negeri 1 Terusan Nunyai. Data hasil Pra penelitian tersebut akan dipergunakan oleh yang bersangkutan untuk menyusun proposal skripsi.

Wassalamualaikum,Wr.Wb

A.n Dekan  
Wakil Dekan 1 Bidang Akademik,

Prof.Dr.Hj.Nirva Diana,M.Pd  
NIP.19640828 198803 2 002

Tembusan:

1. Wakil Dekan I Bidang Akademik
2. Kasubag Akademik
3. Jurusan Pendidikan Bahasa Inggris
4. Mahasiswa yang bersangkutan

## Appendix 2

### Interview Result For Preliminary Research

Day/date : Monday, July 3 2017

Time : 10.00 WIB

Place : SMKN 1 Terusan Nunyai

Interviewer : Ervina Wulan Dari

Interviewee : Mrs. Sri Kartika S.Pd

No	Question	Answer
1	How is process of teaching learning simple present tense in the class?	The teaching and learning process in the class running as general. But sometimes, there are some problems, the situation in the class is not conducive and students in the class are not active. The reason is because the level of students' interest to learn English is low, the results is the students' simple present tense ability of English is also low.
2	What are the techniques that you used in the teaching learning English especially material simple present tense?	The technique that I used is the Lecturing Technique. There is no other techniques that I used. My reason is that students do not always adapt new techniques. So they can focus for only one technique. But sometimes, I used audio-visual aid to help the techniques that I used.
3	What is the book that students used to learn simple present tense?	I normally used a book that has been provided in the school, the book that I used from Kemendikbud then I used other

		book, that is LKS for student exercises. I do not used any other book. To complete the material in that book, I search in the internet.
4	Have you heard about the card game?	I know about the card games, but I have never been used the game as a learning technique.
5	Does the card game can be a technique to teach simple present tense?	Yes, the card game is possibly can be a technique to teach simple present tense, so you can to try the card game as a technique to teach simple present tense.



### APPENDIX 3

#### QUESTIONNAIRE

Nama :

Kelas :

Tempat : SMK Negeri 1 Terusan Nunyai

##### 1. Penjelasan

Kuesioner ini disusun untuk mengetahui pendapat anda tentang pelajaran bahasa inggris khususnya materi tentang simple present tense dan keterlibatan kalian selama mengikuti pelajaran tersebut. Kuesioner ini tidak berpengaruh sama sekali terhadap nilai bahasa inggris anda, oleh karena itu jangan ragu untuk menjawab setiap pertanyaan. Jawablah pertanyaan ini dengan sejujur-jujurnya dan sejelas-jelasnya.

##### 2. Petunjuk pengisian

Sebelum mengisi kuesioner ini, Anda dimohon untuk memperhatikan hal-hal sebagai berikut :

1. Berilah tanda ceklist (  $\checkmark$  ) pada salah satu kolom pilihan jawaban yang tersedia

SS : Sangat Setuju

S : Setuju

KS : Kurang Setuju

TS : Tidak Setuju

STS : Sangat tidak Setuju

2. Contoh :

No	Pernyataan	Jawaban				
		SS	S	KS	TS	STS
1	Belajar di dalam kelas sangat menyenangkan.	√				

### INSTRUMEN PENILAIAN

No	Pernyataan	Jawaban				
		SS	S	KS	TS	STS
1	Pelajaran Bahasa Inggris sangat menyenangkan.					
2	Pelajaran Bahasa Inggris tentang simple present tense sangat menyenangkan.					
3	Pelajaran Bahasa Inggris yang diajarkan oleh guru mudah dimengerti.					
4	Pelajaran Bahasa Inggris tentang simple present tense yang diajarkan oleh guru mudah dimengerti.					
5	Pelajaran Bahasa di dalam kelas berjalan lancar dan nyaman.					
6	Pelajaran Bahasa Inggris tentang simple present tense di dalam kelas berjalan lancar dan nyaman.					
7	Siswa menyukai teknik belajar yang digunakan guru dalam proses kegiatan belajar Bahasa Inggris.					
8	Siswa menyukai teknik belajar yang digunakan guru dalam proses kegiatan belajar Bahasa Inggris tentang simple present tense.					
9	Siswa diberikan referensi buku Bahasa Inggris yang berisi materi simple present tense yang tepat untuk proses belajar.					
10	Siswa diberikan referensi buku Bahasa Inggris yang berisi materi tentang Simple present tense lebih dari 2 buku.					

## Appendix 4

**Students' score of grammar  
of SMK N 1 Terusan Nunyai in Academic Year of 2017/2018**

**X Teknik Elektro Industri**

NO	NAME	KKM	SCORE	GENDER
1	TEI 1	60	50	Male
2	TEI 2	60	50	Male
3	TEI 3	60	50	Male
4	TEI 4	60	50	Male
5	TEI 5	60	<b>60</b>	Male
6	TEI 6	60	<b>60</b>	Male
7	TEI 7	60	50	Male
8	TEI 8	60	50	Female
9	TEI 9	60	50	Male
10	TEI 10	60	<b>70</b>	Male
11	TEI 11	60	50	Male
12	TEI 12	60	50	Male
13	TEI 13	60	50	Male
14	TEI 14	60	<b>62</b>	Male
15	TEI 15	60	<b>65</b>	Male
16	TEI 16	60	<b>62</b>	Male
<b>Total</b>		<b>879</b>		<b>Male : 15</b>
<b>Mean</b>		<b>54.93</b>		<b>Female : 1</b>

**X Akuntansi**

NO	NAME	KKM	SCORE	GENDER
1	AKT 1	60	<b>65</b>	Female
2	AKT 2	60	50	Female
3	AKT 3	60	<b>65</b>	Female
4	AKT 4	60	<b>77</b>	Female
5	AKT 5	60	<b>65</b>	Female
6	AKT 6	60	50	Female
7	AKT 7	60	50	Female
8	AKT 8	60	50	Female
9	AKT 9	60	50	Female
10	AKT 10	60	<b>80</b>	Female
11	AKT 11	60	<b>80</b>	Female
12	AKT 12	60	50	Female
13	AKT 13	60	55	Female
14	AKT 14	60	50	Female
15	AKT 15	60	<b>76</b>	Female



<b>16</b>	AKT 16	60	<b>70</b>	Female
<b>17</b>	AKT 17	60	50	Female
<b>Total</b>		<b>1033</b>		<b>Male : 0</b>
<b>Mean</b>		<b>60.76</b>		<b>Female : 17</b>

#### X Teknik Komputer Jaringan

<b>NO</b>	<b>NAME</b>	<b>KKM</b>	<b>SCORE</b>	<b>GENDER</b>
<b>1</b>	TKJ 1	60	53	Male
<b>2</b>	TKJ 2	60	50	Female
<b>3</b>	TKJ 3	60	<b>62</b>	Female
<b>4</b>	TKJ 4	60	50	Male
<b>5</b>	TKJ 5	60	50	Female
<b>6</b>	TKJ 6	60	50	Female
<b>7</b>	TKJ 7	60	<b>60</b>	Female
<b>8</b>	TKJ 8	60	50	Female
<b>9</b>	TKJ 9	60	<b>63</b>	Female
<b>10</b>	TKJ 10	60	<b>62</b>	Male
<b>11</b>	TKJ 11	60	<b>74</b>	Male
<b>12</b>	TKJ 12	60	<b>73</b>	Female
<b>13</b>	TKJ 13	60	50	Female
<b>14</b>	TKJ 14	60	50	Female
<b>15</b>	TKJ 15	60	50	Female
<b>16</b>	TKJ 16	60	50	Male
<b>17</b>	TKJ 17	60	<b>67</b>	Female
<b>18</b>	TKJ 18	60	<b>80</b>	Female
<b>19</b>	TKJ 19	60	<b>60</b>	Female
<b>20</b>	TKJ 20	60	50	Female
<b>21</b>	TKJ 21	60	<b>65</b>	Male
<b>22</b>	TKJ 22	60	50	Male
<b>23</b>	TKJ 23	60	50	Male
<b>24</b>	TKJ 24	60	<b>68</b>	Female
<b>25</b>	TKJ 25	60	50	Male
<b>26</b>	TKJ 26	60	50	Female
<b>Total</b>		<b>1487</b>		<b>Male : 9</b>
<b>Mean</b>		<b>57.19</b>		<b>Female : 17</b>

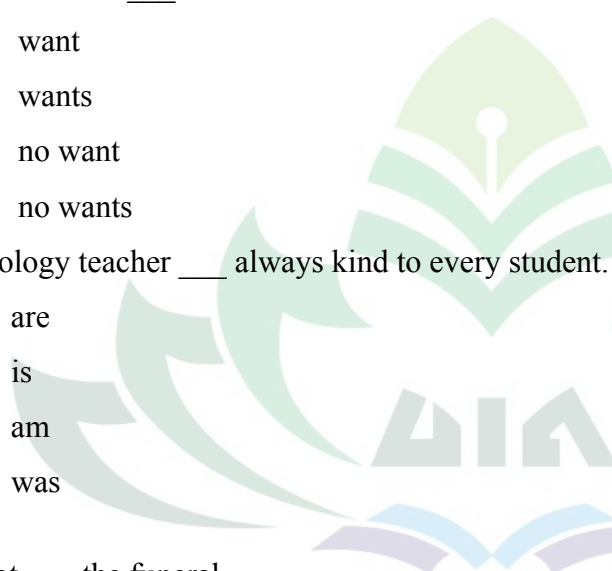
**X Teknik Kendaraan Ringan**

<b>NO</b>	<b>NAME</b>	<b>KKM</b>	<b>SCORE</b>	<b>GENDER</b>
<b>1</b>	TKR 1	60	58	Male
<b>2</b>	TKR 2	60	58	Male
<b>3</b>	TKR 3	60	41	Male
<b>4</b>	TKR 4	60	50	Male
<b>5</b>	TKR 5	60	50	Male
<b>6</b>	TKR 6	60	<b>70</b>	Male
<b>7</b>	TKR 7	60	50	Male
<b>8</b>	TKR 8	60	<b>60</b>	Male
<b>9</b>	TKR 9	60	50	Male
<b>10</b>	TKR 10	60	50	Male
<b>11</b>	TKR 11	60	58	Male
<b>12</b>	TKR 12	60	<b>62</b>	Male
<b>13</b>	TKR 13	60	52	Male
<b>14</b>	TKR 14	60	55	Male
<b>15</b>	TKR 15	60	50	Male
<b>16</b>	TKR 16	60	50	Male
<b>17</b>	TKR 17	60	<b>60</b>	Male
<b>18</b>	TKR 18	60	<b>62</b>	Male
<b>19</b>	TKR 19	60	<b>62</b>	Male
<b>20</b>	TKR 20	60	58	Male
<b>21</b>	TKR 21	60	58	Male
<b>22</b>	TKR 22	60	<b>60</b>	Male
<b>Total</b>		<b>1224</b>		<b>Male : 22</b>
<b>Mean</b>		<b>55.63</b>		<b>Female : 0</b>

## Appendix 5

### Instrument of Pre-test

Choose one of the four choices that you think is the right answer then cross (x) on your chosen answer!

1. He \_\_\_\_ know the way home.
    - a. is not
    - b. does not
    - c. does no
    - d. do
  2. Does your child \_\_\_\_ to eat all the time?
    - a. want
    - b. wants
    - c. no want
    - d. no wants
  3. My Biology teacher \_\_\_\_ always kind to every student.
    - a. are
    - b. is
    - c. am
    - d. was
  4. I do not \_\_\_\_ the funeral.
    - a. attends
    - b. attend
    - c. attended
    - d. attending
  5. Eko, Yoga and Nanda \_\_\_\_ my best friend.
    - a. is
    - b. am
    - c. was
    - d. are
- 

6. Mrs. Bambang often \_\_\_\_ tv.
- a. watch
  - b. watching
  - c. watchs
  - d. watches
7. Our Math teacher \_\_\_\_ check the attendance list every day.
- a. do not
  - b. does not
  - c. did not
  - d. not doing
8. \_\_\_\_ Mr. Andi a good teacher in my school?
- a. are
  - b. did
  - c. does
  - d. is
9. Retna \_\_\_\_\_ the problems that she will face soon.
- a. don't know
  - b. don't knows
  - c. doesn't knows
  - d. doesn't know
10. Handoko And Mrs Sunarni \_\_\_\_ always happy every time.
- a. am
  - b. is
  - c. are
  - d. were
11. Tom and I \_\_\_\_\_ together.
- a. do surfing
  - b. don't surfing
  - c. do surfs
  - d. don't surf

12. She \_\_\_\_ happy because he is there.

- a. be
- b. is
- c. are
- d. to be

13. Clara \_\_\_\_ to bring her favorite pen to help her remembering a thing.

- a. decide
- b. decides
- c. decided
- d. is deciding

14. I \_\_\_\_ happy if you sad.

- a. is not
- b. am
- c. are
- d. am not

15. My mother \_\_\_\_ always easy to get angry.

- a. is
- b. are not
- c. is not
- d. did

16. When \_\_\_\_ you \_\_\_\_ a shower?

- a. do, took
- b. do, take
- c. do, taken
- d. do, taking

17. She \_\_\_\_ six years old.

- a. is not
- b. are
- c. am
- d. not is

18. My father doesn't \_\_\_\_ coffee every morning.

- a. to drink
- b. drink
- c. drinks
- d. drinking

19. I \_\_\_\_ a student in this senior high school.

- a. are
- b. is not
- c. am
- d. did

20. I \_\_\_\_ always \_\_\_\_ to the dentist

- a. do not, go
- b. does not, go
- c. do not, went
- d. does not, went

21. Q: Do you like to sing?

A: \_\_\_\_

- a. yes, i likes to sing
- b. yes, i like to sing
- c. yes, i am liking to sing
- d. yes, i liked to sing

22. Our English teacher always \_\_\_\_ our homework every week.

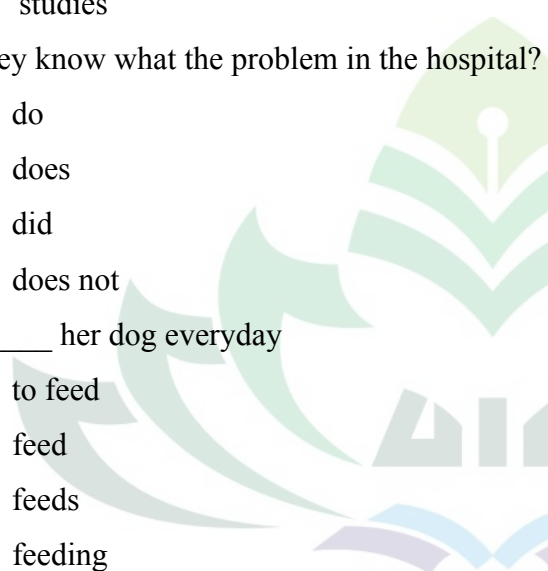
- a. check
- b. checked
- c. checking
- d. checks

23. One of my friends always . . . . . to Bali every year.

- a. go
- b. goes

- c. to go  
d. going
24. I don't \_\_\_\_ time to swim on Monday.  
a. having  
b. had  
c. has  
d. have
25. \_\_\_\_ you have enough time to attend the party?  
a. does  
b. did  
c. didn't  
d. do
26. Does the coach of Soccer club \_\_\_\_ the team regularly?  
a. train  
b. trains  
c. trained  
d. training
27. \_\_\_\_ soccer the most favorite sport in the world?  
a. does  
b. do  
c. are  
d. is
28. \_\_\_\_ My father a general manager of Angin Ribut Company?  
a. is  
b. are  
c. is not  
d. does not
29. The earth \_\_\_\_ once within 24 hours every day.  
a. rotating  
b. rotates  
c. rotate



- d. rotated
30. Joko usually \_\_\_\_\_ his job every month
- Finish
  - Finishes
  - Finishing
  - finished
31. Aurel \_\_\_\_\_ in California University now
- studied
  - studying
  - study
  - studies
32. \_\_\_\_ they know what the problem in the hospital?
- do
  - does
  - did
  - does not
33. She \_\_\_\_\_ her dog everyday
- to feed
  - feed
  - feeds
  - feeding
34. \_\_\_\_ the meeting take place in your office?
- do
  - does
  - doing
  - don't
35. Does your friend \_\_\_\_ about this problem?
- understands
  - to understand
  - understand
  - understood
- 

36. Alfarizy \_\_\_\_ not wash his car every day.

- a. does
- b. do
- c. is
- d. did

37. \_\_\_\_ Vina play piano every night?

- a. Do
- b. Does
- c. Did
- d. Is

38. Efen \_\_\_\_ of the test everyday

- a. pass
- b. passing
- c. passes
- d. passed

39. Akbar and Rama \_\_\_\_ handsome and friendly.

- a. is
- b. are
- c. did not
- d. is not

40. Putri \_\_\_\_ good girl in the school.

- a. are
- b. did
- c. do
- d. is

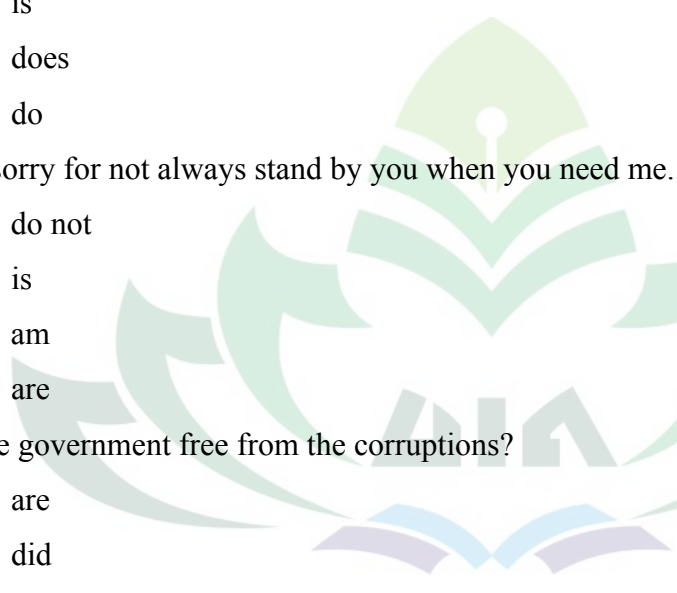
## Appendix 6

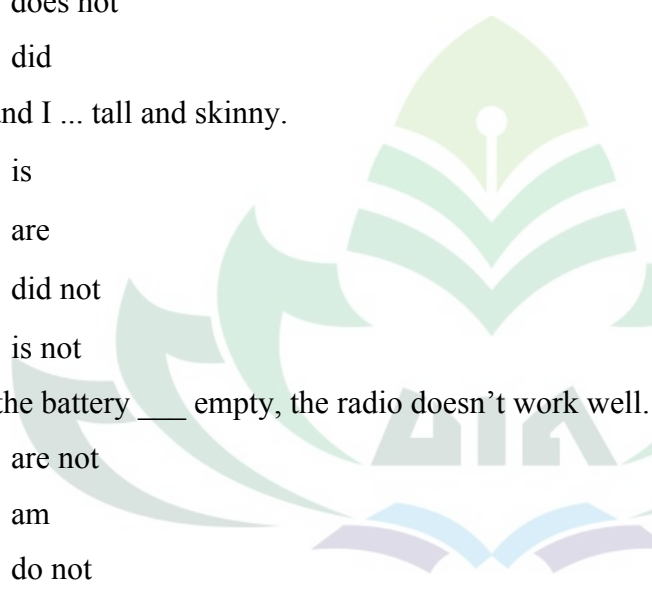
### Answer key of Pre-test

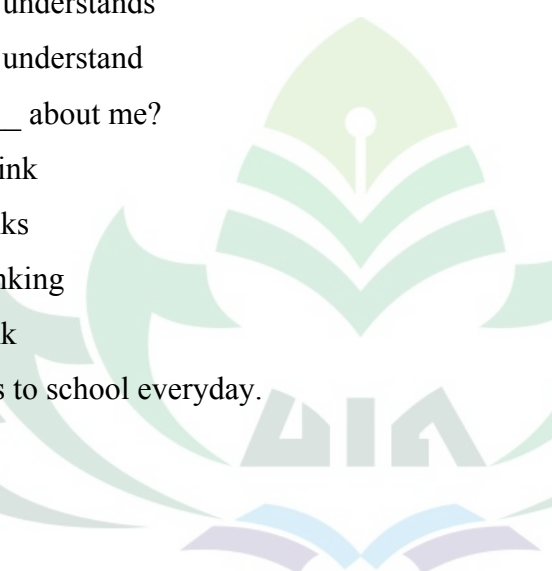
1	B	21	B
2	A	22	D
3	B	23	B
4	B	24	D
5	D	25	D
6	D	25	A
7	B	27	D
8	D	28	A
9	D	29	B
10	C	30	A
11	D	31	C
12	B	32	A
13	B	33	C
14	D	34	B
15	C	35	C
16	B	36	A
17	A	37	B
18	B	38	C
19	C	39	B
20	A	40	D

## Appendix 7

### Instrument of Post-test

1. They \_\_\_\_ not always in the school.
    - a. do
    - b. did
    - c. is
    - d. are
  2. The apple \_\_\_\_ red and green.
    - a. are
    - b. is
    - c. does
    - d. do
  3. I \_\_\_\_ sorry for not always stand by you when you need me.
    - a. do not
    - b. is
    - c. am
    - d. are
  4. \_\_\_\_ the government free from the corruptions?
    - a. are
    - b. did
    - c. do not
    - d. is
  5. \_\_\_\_ Hendri dan Abdul handsome boy?
    - a. do
    - b. is
    - c. are
    - d. did
  6. \_\_\_\_\_ he finish her job?
    - a. does not
    - b. did
- 

- c. does  
d. do
7. We \_\_\_\_ basketball team in this school.  
a. do  
b. do not  
c. is  
d. are not
8. \_\_\_\_ Glenn stay at home now?  
a. do  
b. does  
c. does not  
d. did
9. Suzy and I ... tall and skinny.  
a. is  
b. are  
c. did not  
d. is not
10. Since the battery \_\_\_\_ empty, the radio doesn't work well.  
a. are not  
b. am  
c. do not  
d. is
11. Dina \_\_\_\_ her report.  
a. doesn't finished  
b. does not finished  
c. does not finish  
d. doesn't finishing
12. \_\_\_\_ they brave enough to climb the highest mountain?  
a. are  
b. does
- 

- c. do  
d. is
13. They \_\_\_\_ on the seventh floor.  
a. do  
b. do not  
c. are not  
d. is
14. My dad \_\_\_\_\_ why do my mom get angry every weekend.  
a. do not understands  
b. do not understand  
c. does not understands  
d. does not understand
15. What \_\_\_\_ you \_\_\_\_ about me?  
a. does - think  
b. do – thinks  
c. are – thinking  
d. do – think
16. Aisyah \_\_\_\_ goes to school everyday.  
a. usually  
b. do  
c. does  
d. is
17. Do you like to ride bicycle every Sunday?  
a. yes, i liked to ride bicycle every sunday  
b. yes, i do  
c. yes, i do not  
d. yes, i likes to ride bicycle every sunday
18. I \_\_\_\_\_ not take a course in every semester  
a. did  
b. do
- 

- c. does  
d. am
19. Alfarizy \_\_\_\_\_ his exam every year  
a. passes  
b. passed  
c. pass  
d. passing
20. They \_\_\_\_\_ not do any test in this month  
a. are  
b. does  
c. did  
d. do
21. We \_\_\_\_\_ not bring dictionary every week  
a. is  
b. did  
c. do  
d. does
22. He \_\_\_\_\_ his mother come every day.  
a. wishes  
b. wish  
c. wishes  
d. wishing
23. He \_\_\_\_\_ not play guitar every morning  
a. do  
b. does  
c. did  
d. is
24. Q: How do you go to school?

A: We \_\_\_\_\_ the bus to school

- a. rode
- b. ridden
- c. ride
- d. riding

25. She passes of the test \_\_\_\_

- a. everyday
- b. tomorrow
- c. yesterday
- d. last week

26. Jack \_\_\_\_ not wash his car on Sunday

- a. did
- b. do
- c. does
- d. is

27. My father always \_\_\_\_ karate every week.

- a. practices
- b. practicing
- c. practice
- d. is practicing

28. Zaka does not \_\_\_\_ in a hotel?

- a. stays
- b. to stay
- c. stay
- d. staying

29. \_\_\_\_ it too soon to give more presents?

- a. was
- b. is
- c. were
- d. be



30. Every day the security officer at my school \_\_\_\_ around the building once every hour.
- a. walks
  - b. is walking
  - c. to be walking
  - d. walking
31. She \_\_\_\_ not watch movie at night
- a. does
  - b. do
  - c. is
  - d. did
32. I like her hair unravel so that she \_\_\_\_ more beautiful.
- a. looked
  - b. look
  - c. looks
  - d. looking
33. \_\_\_\_ Gobi the biggest desert in the world?
- a. does
  - b. are
  - c. is
  - d. do not
34. Does \_\_\_\_ wash his cloth every time?
- a. she
  - b. he
  - c. it
  - d. they
35. He \_\_\_\_ his nails sometimes when he remembers.
- a. cut
  - b. cuts
  - c. cutting
  - d. cuted

36. We \_\_\_\_ sad if you have low score in the test.

- a. are
- b. is
- c. am
- d. is not

37. I \_\_\_\_ have time to sleep now.

- a. does
- b. did
- c. did not
- d. do not

38. \_\_\_\_ you know what the problem in the library?

- a. does
- b. do
- c. did
- d. doing

39. Arinza \_\_\_\_ her cat every morning

- a. to feed
- b. feed
- c. feeds
- d. feeding

40. Tiara \_\_\_\_ happy because her mom is here.

- a. be
- b. is
- c. are
- d. to be

## Appendix 8

### Answer key of Post-test

1	D	21	A
2	B	22	A
3	C	23	B
4	D	24	C
5	C	25	A
6	C	25	A
7	D	27	A
8	B	28	C
9	B	29	B
10	D	30	A
11	C	31	A
12	A	32	C
13	C	33	C
14	B	34	C
15	D	35	B
16	A	36	A
17	B	37	D
18	B	38	B
19	C	39	C
20	C	40	B

**Appendix 7C**  
**Lesson Plan of Teacher**

**Rencana Pelaksanaan Pembelajaran**  
**(RPP)**

**Nama Sekolah** : SMK NEGERI 1 TERUSAN NUNYAI  
**Mata Diklat** : Bahasa Inggris  
**Kelas/Semester** : X/Ganjil  
**Alokasi Waktu** : 2 X 45

**Standar Kompetensi** : Berkomunikasi dengan Bahasa Inggris Setara level novice

**Kompetensi Dasar** : 1.1. Memahami ungkapan – ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan.

**Indikator** :

- Ucapan salam ( greeting ) pada saat bertemu dan berpisah digunakan secara tepat.
- Memperkenalkan diri sendiri dan orang lain
- Berbagai ungkapan terima kasih

**Tujuan** : Pada Akhir Pembelajaran Siswa dapat :

- Merespon ungkapan salam pada saat bertemu dan berpisah
- Merespon ungkapan Memperkenalkan diri
- Merespon ungkapan terima kasih..

**Materi** :

1. Percakapan yang memuat ungkapan-ungkapan greeting, parting, thanking and introduce oneself.
2. Kosa kata yang terkait dengan ungkapan-ungkapan greeting, parting, thanking and introduce oneself.
3. Tanya jawab terkait ungkapan-ungkapan greeting, parting, thanking and introduce oneself.

**Bahan Ajar** :

Greeting : - Good Morning, glad to meet you ...  
 - Hello, how do you do...  
 - Hello, see you

Response: - Good Morning,I'm pleased to meet you...  
 - Hello, its nice to meet you...  
 - Hello, how do you do...

Parting : - Good bye  
 - See you later  
 - Good night

Response : - Good bye  
 - See you  
 - Good night

Introduce oneself :

- |          |   |                                    |
|----------|---|------------------------------------|
|          | - | My name is...                      |
|          | - | Hi, I'm....                        |
|          | - | Let me introduce myself. I'm....   |
| Response | : |                                    |
|          | - | I'm pleased to meet you too..      |
|          | - | Hi, my name is...                  |
|          | - | Hello, its nice to meet you too... |
| Thanking | : |                                    |
|          | - | Thanks ( a lot )                   |
|          | - | Thank you very much                |
|          | - | Its very nice                      |
| Response | : |                                    |
|          | - | You are welcome                    |
|          | - | No Problem                         |
|          | - | It's OK / Alright                  |

**Metode Pembelajaran** : Three- Phase Technique

**Langkah-Langkah kegiatan :**

**A. Kegiatan Pendahuluan**

1. Cek kehadiran
2. Memancing anak dengan bahasa sehari-hari untuk masuk ke materi yang akan di bahas.
3. Menjelaskan materi yang akan di pelajari.

**B. Kegiatan Inti**  
**EKSPLORASI**

1. Guru memberi contoh ungkapan tentang materi greeting, parting, introduce oneself and thanking.
2. Guru menjelaskan kosa kata tentang materi tersebut yang terdapat dalam contoh ungkapan yang di berikan guru.
3. Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

**ELABORASI**

1. Guru membacakan dialog yng berisi ungkapan-ungkapan tersebut.
2. Siswa dapat memahami percakapan tentang ungkapan – ungkapan tersebut.
3. Guru memberikan tugas kepada siswa dengan memberikan percakapan rumpang, dan siswa mengisi percakapan rumpang tersebut berdasarkan materi yang telah disampaikan.

**KONFIRMASI**

1. Guru dan siswa memeriksa tugas bersama.
2. Guru memberikan jawaban benar kepada siswa dengan cara lisan atau tertulis.
3. Guru memberikan nilai terhadap tugas siswa.

**C. Kegiatan Penutup**

1. Guru menanyakan kesulitan siswa selama PBM
2. Guru memberika review.
3. Guru membimbing siswa untuk menyimpulkan materi.
4. Salam Penutup.

**Sumber Belajar :**

- Buku Teks yang relevan (english in progress from yudishtira)
- Script (Tema tentang salam, pengenalan, ungkapan terima kasih)
- English for SMK grade 1 ( Angkasa bandung)
- Bring me to the world of professional worker-book 1 ( armico)

**Penilaian :**

- Tehnik : Merespon ungkapan/ pertanyaan secara lisan dan tulis.
- Bentuk : Pertanyaan lisan berdasarkan tema.
- Instrumen : Adele : Hi, clara.. Long time no see. How are you ?  
Clara : .....(1) . How about you ?  
Adele : .....(2) Clara, this is my sister, Gwen.  
Clara : Nice to meet you, Gwen  
Gwen : .....(3) clara. You are so beautiful clara.  
Clara : .....(4) Gwen. I have to go now. Bye  
Gwen : .....(5)

Key Answer : 1. I'm Preety good.  
2. I'm Fine too  
3. Nice to meet you too  
4. Thanks a lot  
5. Bye

Rubrik Penilaian : Jawaban benar : 2  
Jawaban salah : 0

Pedoman penilaian :

- Total nilai : jumlah benar X Nilai = Hasil ( 5 x 2 = 10 )

Menyetujui,

Kepala sekolah SMK N 1 Terusan Nunyai

Guru Mata Diklat,

**WAGIMAN , S.Pd**  
NIP. 19690317 199203 1 005

**Sri Kartika Sari.Pd**

## Appendix 7A

### Lesson Plan for Experimental Class

#### RENCANA PELAKSANAAN PEMBELAJARAN (Experimental Class)

Satuan Pendidikan	: SMKN 1 Terusan Nunyai
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/2
Alokasi Waktu	: 6 X 45 menit (3x Pertemuan)
Standar Kompetensi	: Berkomunikasi dengan Bahasa Inggris setara <i>Level Novice</i> .
Kompetensi Dasar	: 1.1 Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan.
Indikator	: Berbagai ungkapan dan kalimat dengan menggunakan pola Simple Present Tense

#### A. TUJUAN PEMBELAJARAN

Siswa dapat:

1. Membuat dan menggunakan kalimat dengan pola Simple Present dalam kehidupan sehari-hari dengan baik.

#### B. MATERI PEMBELAJARAN

##### Simple Present Tense

Simple present tense is used to indicate completed in the everyday activities. Azar states that the simple present tense is used to express habitual or everyday activities.<sup>1</sup> From explanations above it can be concluded that simple present tense is one of tense to express events or situation that exist always or habitual actions.

---

<sup>1</sup>Betty Shamper Azzar, *Understanding and Using English Grammar*, New York: Longman, 1999, p.13.

### Time Signal of Simple Present Tense

all the time	every month	Often
always	every semester	rarely
every class	every week	sometimes
every day	as a rule	usually
every holiday	most of the time	seldom
every hour	never	habitually
every year	occasionally	

### The Addition of S/ES in Verb

Verb ending in	How to make the 3rd person singular	Example
S	Add – ES	He passes
Z	Add – ES	She waltzes
Sh	Add – ES	She wishes
Ch	Add – ES	He watches
X	Add – ES	She mixes
O	Add – ES	He goes
Consonant + y	Change Y to I, then add –ES	It flies
[anything else]	Add – S	He sings

### 1. Verbal sentence

#### a. Subject (She, He, It, Name)

1. Positive form: Subject + Verb1 (s/es) + O/Adv
2. Negative form: Subject + Does + not + Verb1 + O/Adv
3. Interrogative form: Does + Subject + Verb1 + O/Adv

Example:

(+) He drinks a cup of tea every night

(-) He does not drink a cup of tea every night



(?) Does he drink a cup of tea every night?

**b. Subject (They, We, I, You, Plural noun)**

1. Positive form: Subject + Verb1 + O/Adv
2. Negative form: Subject + Do + not + Verb1 + O/Adv
3. Interrogative form: Do + Subject + Verb1 + O/Adv?

Example:

(+) We drink a cup of tea every night

(-) We do not drink a cup of tea every night

(?) Do we drink a cup of tea every night?

**2. Nominal sentence**

**a. Subject (She, He, It, Roger, Name)**

1. Positive form: Subject + Is + C
2. Negative form: Subject + Is + not + C
3. Interrogative form: Is + Subject + C

Example:

(+) She is a teacher

(-) She is not a teacher

(?) Is she a teacher?

**b. Subject (They, We, You, Plural noun)**

1. Positive form: Subject + Are + C
2. Negative form: Subject + Are + not + C
3. Interrogative form: Are + Subject + C

Example:

(+) We are a teacher

(-) We are not a teacher

(?) Are we a teacher?

**c. Subject (I)**

1. Positive form: Subject + Am + C
2. Negative form: Subject + Am + not + C
3. Interrogative form: Am + Subject + C

Example:

(+) We are a teacher

(-) We are not a teacher

(?) Are we a teacher?

**C. METODE PEMBELAJARAN :**

Metode : Make a Sentence Card Game

**D. LANGKAH – LANGKAH PEMBELAJARAN  
PERTEMUAN PERTAMA (2 JP)**

**A. Kegiatan Awal : ( 10 menit )**

1. *Apersepsi* :

- Ketua kelas memimpin siswa membuka pelajaran dengan doa.
- Guru memeriksa kehadiran siswa

2. *Motivasi* :

- Guru menjelaskan materi yang akan dibahas.
- Guru menjelaskan tujuan pembelajaran yang ingin dicapai.

**B. Kegiatan Inti : (70 menit )**

1. *Eksplorasi* : ( 10 menit )

- Guru memutarakan power point untuk menggambarkan pola penggunaan Simple Present kepada siswa.

2. *Elaborasi* : (50 menit )

- Guru menjelaskan tentang definisi, time signal, penggunaan, penambahan S/ES pada kata, basic form dan verbal form pada simple present tense dengan bantuan LCD proyektor.
- Guru membentuk kelompok yang anggotanya kurang lebih 4 orang secara heterogen
- Guru menjelaskan tentang Make a Sentence Card Game dan bagaimana cara bermainnya.
- Guru memberikan satu set kartu warna yang berisi kalimat verbal untuk tiap siswa dalam kelompok (siswa harus menyusun tiap kata pada kartu menjadi kalimat secara individu)
- Tiap kelompok yang dapat menyusun kata menjadi kalimat dengan benar mendapat point.
- Kelompok yang mendapat point terbanyak akan diberi penghargaan.

### 3. **Konfirmasi** : ( 10 menit )

- Perwakilan kelompok menyampaikan kesimpulan dari materi pembelajaran dihadapan guru secara bergantian
- Guru mengevaluasi bila masih terdapat kesalahan

### C. Kegiatan Penutup : ( 10 menit )

1. Mengevaluasi hasil kerja siswa.
2. Bersama murid menyimpulkan materi yang telah disampaikan.

## PERTEMUAN KEDUA (2 JP)

### A. Kegiatan Awal : ( 10 menit )

#### 1. **Apersepsi** :

- Ketua kelas memimpin siswa membuka pelajaran dengan doa.
- Guru memeriksa kehadiran siswa

#### 2. **Motivasi** :

- Guru menjelaskan materi yang akan dibahas.
- Guru menjelaskan tujuan pembelajaran yang ingin dicapai.

**B. Kegiatan Inti : (70 menit )**

**1. Eksplorasi : ( 10 menit )**

- Guru memutarakan power point untuk menggambarkan pola penggunaan Simple Present kepada siswa.

**2. Elaborasi : (50 menit )**

- Guru menjelaskan tentang definisi, time signal, dan nominal form pada simple present tense dengan bantuan LCD proyektor.
- Guru membentuk kelompok yang anggotanya kurang lebih 4 orang secara heterogen
- Guru memberikan satu set kartu warna yang berisi kalimat nominal untuk tiap siswa dalam kelompok (siswa harus menyusun tiap kata pada kartu menjadi kalimat secara individu)
- Tiap kelompok yang dapat menyusun kata menjadi kalimat dengan benar mendapat point.
- Kelompok yang mendapat point terbanyak akan diberi penghargaan.

**3. Konfirmasi : ( 10 menit )**

- Perwakilan kelompok menyampaikan kesimpulan dari materi pembelajaran dihadapan guru secara bergantian
- Guru mengevaluasi bila masih terdapat kesalahan

**C. Kegiatan Penutup : ( 10 menit )**

1. Mengevaluasi hasil kerja siswa.
2. Bersama murid menyimpulkan materi yang telah disampaikan.

### PERTEMUAN KETIGA (2 JP)

#### A. Kegiatan Awal : ( 10 menit )

##### 1. *Apersepsi* :

- Ketua kelas memimpin siswa membuka pelajaran dengan doa.
- Guru memeriksa kehadiran siswa

##### 2. *Motivasi* :

- Guru menjelaskan materi yang akan dibahas.
- Guru menjelaskan tujuan pembelajaran yang ingin dicapai.

#### B. Kegiatan Inti : (70 menit )

##### 1. *Eksplorasi* : ( 10 menit )

- Guru memutarakan power point untuk menggambarkan pola penggunaan Simple Present kepada siswa.

##### 2. *Elaborasi* : (50 menit )

- Guru menjelaskan ulang tentang verbal dan nominal form pada simple present tense dengan bantuan LCD proyektor.
- Guru membentuk kelompok yang anggotanya kurang lebih 4 orang secara heterogen
- Guru memberikan satu set kartu warna yang terdiri dari kalimat verbal dan nominal untuk tiap siswa dalam kelompok (siswa harus menyusun tiap kata pada kartu menjadi kalimat secara individu)
- Tiap kelompok yang dapat menyusun kata menjadi kalimat dengan benar mendapat point.
- Kelompok yang mendapat point terbanyak akan diberi penghargaan.

##### 3. *Konfirmasi* : ( 10 menit )

- Perwakilan kelompok menyampaikan kesimpulan dari materi pembelajaran dihadapan guru secara bergantian
- Guru mengevaluasi bila masih terdapat kesalahan

C. Kegiatan Penutup : ( 10 menit )

1. Mengevaluasi hasil kerja siswa.
2. Bersama murid menyimpulkan materi yang telah disampaikan.

**E. PENILAIAN**

Penilaian berupa pilihan ganda : Terlampir ( Appendix 5)

Jawaban benar : 1

Jawaban salah : 0

**F. ALAT DAN BAHAN**

1. Power Point
2. LCD
3. Video

**G. SUMBER BELAJAR**

1. Buku Bahasa Inggris SMK kelas X
2. <http://englishmemore.blogspot.co.id/2010/01/time-signal-tanda.html>
3. <http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/pres.htm>

**Terusan Nunyai, 01 Maret 2017**

Menyetujui,

Guru Bahasa Inggris,

Mahasiswa Peneliti,

**Sri Kartika Sari, S.Pd**

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NPM. 1311040068

Kepala Sekolah SMK N 1 Terusan Nunyai,

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**NIP. 19690317 199203 1 005**



## Appendix 7B

### Lesson Plan for Control Class

#### RENCANA PELAKSANAAN PEMBELAJARAN

##### (Control Class)

Satuan Pendidikan	: SMKN 1 Terusan Nunyai
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/2
Alokasi Waktu	: 6 X 45 menit (3x Pertemuan)
Standar Kompetensi	: Berkomunikasi dengan Bahasa Inggris setara <i>Level Novice</i> .
Kompetensi Dasar	: 1.1 Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan.
Indikator	: Berbagai ungkapan dan kalimat dengan menggunakan pola Simple Present Tense

#### A. TUJUAN PEMBELAJARAN

Siswa dapat:

1. Membuat dan menggunakan kalimat dengan pola Simple Present dalam kehidupan sehari-hari dengan baik.

#### B. MATERI PEMBELAJARAN

##### Simple Present Tense

Simple present tense is used to indicate completed in the everyday activities. Azar states that the simple present tense is used to express habitual or everyday activities.<sup>1</sup> From explanations above it can be concluded that simple present tense is one of tense to express events or situation that exist always or habitual actions.

---

<sup>1</sup>Betty Shamper Azzar, *Understanding and Using English Grammar*, New York: Longman, 1999, p.13.



### Time Signal of Simple Present Tense

all the time	every month	Often
always	every semester	rarely
every class	every week	sometimes
every day	as a rule	usually
every holiday	most of the time	seldom
every hour	never	habitually
every year	occasionally	

### The Addition of S/ES in Verb

Verb ending in	How to make the 3rd person singular	Example
S	Add – ES	He passes
Z	Add – ES	She waltzes
Sh	Add – ES	She wishes
Ch	Add – ES	He watches
X	Add – ES	She mixes
O	Add – ES	He goes
Consonant + y	Change Y to I, then add –ES	It flies
[anything else]	Add – S	He sings

#### 1. Verbal sentence

##### a. Subject (She, He, It, Name)

1. Positive form: Subject + Verb1 (s/es) + O/Adv
2. Negative form: Subject + Does + not + Verb1 + O/Adv
3. Interrogative form: Does + Subject + Verb1 + O/Adv

Example:

(+) He drinks a cup of tea every night

(-) He does not drink a cup of tea every night

(?) Does he drink a cup of tea every night?

**b. Subject (They, We, I, You, Plural noun)**

1. Positive form: Subject + Verb1 + O/Adv
2. Negative form: Subject + Do + not + Verb1 + O/Adv
3. Interrogative form: Do + Subject + Verb1 + O/Adv?

Example:

(+) We drink a cup of tea every night

(-) We do not drink a cup of tea every night

(?) Do we drink a cup of tea every night?

**2. Nominal sentence****a. Subject (She, He, It, Roger, Name)**

1. Positive form: Subject + Is + C
2. Negative form: Subject + Is + not + C
3. Interrogative form: Is + Subject + C

Example:

(+) She is a teacher

(-) She is not a teacher

(?) Is she a teacher?

**b. Subject (They, We, You, Plural noun)**

1. Positive form: Subject + Are + C
2. Negative form: Subject + Are + not + C
3. Interrogative form: Are + Subject + C

Example:

(+) We are a teacher

(-) We are not a teacher

(?) Are we a teacher?

**c. Subject (I)**

1. Positive form: Subject + Am + C
2. Negative form: Subject + Am + not + C
3. Interrogative form: Am + Subject + C

Example:

(+) We are a teacher

(-) We are not a teacher

(?) Are we a teacher?

**C. METODE PEMBELAJARAN :**

Metode : Ceramah , Tanya jawab , diskusi , Penugasan

**D. LANGKAH – LANGKAH PEMBELAJARAN  
PERTEMUAN PERTAMA (2 JP)**

**A. Kegiatan Awal : ( 10 menit )**

**1. *Apersepsi* :**

- Ketua kelas memimpin siswa membuka pelajaran dengan doa.
- Guru memeriksa kehadiran siswa

**2. *Motivasi* :**

- Guru menjelaskan materi yang akan dibahas.
- Guru menjelaskan tujuan pembelajaran yang ingin dicapai.

**B. Kegiatan Inti : (70 menit )**

**1. *Eksplorasi* : ( 10 menit )**

- Guru memutarakan power point untuk menggambarkan pola penggunaan Simple Present kepada siswa.

**2. *Elaborasi* : (50 menit )**

- Guru menjelaskan tentang definisi, time signal, dan penggunaan simple present tense dengan bantuan LCD proyektor.
- Guru membentuk kelompok yang anggotanya kurang lebih 4 orang secara heterogen
- Siswa menjelaskan kembali materi yang sudah dijelaskan oleh guru.
- Tiap kelompok yang dapat menjelaskan ulang materi secara baik dan benar mendapat point.
- Kelompok yang mendapat point terbanyak akan diberi penghargaan.

**3. *Konfirmasi* : ( 10 menit )**

- Perwakilan kelompok menyampaikan kesimpulan dari materi pembelajaran dihadapan guru secara bergantian
- Guru mengevaluasi bila masih terdapat kesalahan

C. Kegiatan Penutup : ( 10 menit )

1. Mengevaluasi hasil kerja siswa.
2. Bersama murid menyimpulkan materi yang telah disampaikan.

## PERTEMUAN KEDUA (2 JP)

A. Kegiatan Awal : ( 10 menit )

1. *Apersepsi* :

- Ketua kelas memimpin siswa membuka pelajaran dengan doa.
- Guru memeriksa kehadiran siswa

2. *Motivasi* :

- Guru menjelaskan materi yang akan dibahas.
- Guru menjelaskan tujuan pembelajaran yang ingin dicapai.

B. Kegiatan Inti : (70 menit )

1. *Eksplorasi* : ( 10 menit )

- Guru memutarakan power point untuk menggambarkan pola penggunaan Simple Present kepada siswa.

2. *Elaborasi* : (50 menit )

- Guru menjelaskan tentang peraturan untuk penambahan S/ES pada kata dan basic form simple present tense dengan bantuan LCD proyektor.
- Guru membentuk kelompok yang anggotanya kurang lebih 4 orang secara heterogen
- Siswa menjelaskan kembali materi yang sudah dijelaskan oleh guru.
- Tiap kelompok yang dapat menjelaskan ulang materi secara baik dan benar mendapat point.
- Kelompok yang mendapat point terbanyak akan diberi penghargaan.

3. *Konfirmasi* : ( 10 menit )

- Perwakilan kelompok menyampaikan kesimpulan dari materi pembelajaran dihadapan guru secara bergantian
- Guru mengevaluasi bila masih terdapat kesalahan

C. Kegiatan Penutup : ( 10 menit )

1. Mengevaluasi hasil kerja siswa.
2. Bersama murid menyimpulkan materi yang telah disampaikan.

### PERTEMUAN KETIGA (2 JP)

A. Kegiatan Awal : ( 10 menit )

1. *Apersepsi* :

- Ketua kelas memimpin siswa membuka pelajaran dengan doa.
- Guru memeriksa kehadiran siswa

2. *Motivasi* :

- Guru menjelaskan materi yang akan dibahas.
- Guru menjelaskan tujuan pembelajaran yang ingin dicapai.

B. Kegiatan Inti : (70 menit )

1. *Eksplorasi* : ( 10 menit )

- Guru memutarakan power point untuk menggambarkan pola penggunaan Simple Present kepada siswa.

2. *Elaborasi* : (50 menit )

- Guru menjelaskan tentang verbal dan nominal form, serta contoh kalimat pada simple present tense dengan bantuan LCD proyektor.
- Guru membentuk kelompok yang anggotanya kurang lebih 4 orang secara heterogen
- Siswa menjelaskan kembali materi yang sudah dijelaskan oleh guru serta membuat contoh kalimatnya.
- Tiap kelompok yang dapat menjelaskan ulang materi dan membuat contoh kalimat secara baik dan benar mendapat point.
- Kelompok yang mendapat point terbanyak akan diberi penghargaan.

3. **Konfirmasi** : ( 10 menit )

- Perwakilan kelompok menyampaikan kesimpulan dari materi pembelajaran dihadapan guru secara bergantian
- Guru mengevaluasi bila masih terdapat kesalahan

C. Kegiatan Penutup : ( 10 menit )

1. Mengevaluasi hasil kerja siswa.
2. Bersama murid menyimpulkan materi yang telah disampaikan.

**E. PENILAIAN**

Penilaian berupa pilihan ganda : Terlampir ( Appendix 5)

Jawaban benar : 1

Jawaban salah : 0

**F. ALAT DAN BAHAN**

1. Power Point
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3. Video

**G. SUMBER BELAJAR**

1. Buku Bahasa Inggris SMK kelas X
2. <http://englishmemore.blogspot.co.id/2010/01/time-signal-tanda.html>
3. <http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/pres.htm>

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Kepala Sekolah SMK N 1 Terusan Nunyai,

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## Pre Test of Experimental Class

## X Teknik Komputer Jaringan

NO	NAME	KKM	SCORE	GENDER
1	TKJ 1	60	52	Male
2	TKJ 2	60	52	Female
3	TKJ 3	60	56	Female
4	TKJ 4	60	64	Male
5	TKJ 5	60	56	Female
6	TKJ 6	60	58	Female
7	TKJ 7	60	60	Female
8	TKJ 8	60	64	Female
9	TKJ 9	60	60	Female
10	TKJ 10	60	64	Male
11	TKJ 11	60	68	Male
12	TKJ 12	60	68	Female
13	TKJ 13	60	52	Female
14	TKJ 14	60	56	Female
15	TKJ 15	60	56	Female
16	TKJ 16	60	52	Male
17	TKJ 17	60	64	Female
18	TKJ 18	60	76	Female
19	TKJ 19	60	68	Female
20	TKJ 20	60	56	Female
21	TKJ 21	60	68	Male
22	TKJ 22	60	56	Male
23	TKJ 23	60	52	Male
24	TKJ 24	60	68	Female
25	TKJ 25	60	52	Male
26	TKJ 26	60	52	Female



Pre Test of Control class

X Teknik Kendaraan Ringan

NO	NAME	KKM	SCORE	GENDER
1	TKR 1	60	52	Male
2	TKR 2	60	52	Male
3	TKR 3	60	52	Male
4	TKR 4	60	56	Male
5	TKR 5	60	52	Male
6	TKR 6	60	64	Male
7	TKR 7	60	56	Male
8	TKR 8	60	54	Male
9	TKR 9	60	56	Male
10	TKR 10	60	56	Male
11	TKR 11	60	60	Male
12	TKR 12	60	64	Male
13	TKR 13	60	52	Male
14	TKR 14	60	56	Male
15	TKR 15	60	52	Male
16	TKR 16	60	56	Male
17	TKR 17	60	60	Male
18	TKR 18	60	60	Male
19	TKR 19	60	64	Male
20	TKR 20	60	60	Male
21	TKR 21	60	56	Male
22	TKR 22	60	60	Male

## Post Test of Experimental Class

## X Teknik Komputer Jaringan

NO	NAME	KKM	SCORE	GENDER
1	TKJ 1	60	76	Male
2	TKJ 2	60	72	Female
3	TKJ 3	60	80	Female
4	TKJ 4	60	72	Male
5	TKJ 5	60	76	Female
6	TKJ 6	60	76	Female
7	TKJ 7	60	80	Female
8	TKJ 8	60	72	Female
9	TKJ 9	60	72	Female
10	TKJ 10	60	80	Male
11	TKJ 11	60	84	Male
12	TKJ 12	60	80	Female
13	TKJ 13	60	68	Female
14	TKJ 14	60	72	Female
15	TKJ 15	60	72	Female
16	TKJ 16	60	68	Male
17	TKJ 17	60	76	Female
18	TKJ 18	60	84	Female
19	TKJ 19	60	80	Female
20	TKJ 20	60	72	Female
21	TKJ 21	60	80	Male
22	TKJ 22	60	72	Male
23	TKJ 23	60	68	Male
24	TKJ 24	60	76	Female
25	TKJ 25	60	72	Male
26	TKJ 26	60	76	Female

Post Test of Control class

X Teknik Kendaraan Ringan

NO	NAME	KKM	SCORE	GENDER
1	TKR 1	60	62	Male
2	TKR 2	60	60	Male
3	TKR 3	60	60	Male
4	TKR 4	60	56	Male
5	TKR 5	60	60	Male
6	TKR 6	60	72	Male
7	TKR 7	60	60	Male
8	TKR 8	60	70	Male
9	TKR 9	60	60	Male
10	TKR 10	60	58	Male
11	TKR 11	60	60	Male
12	TKR 12	60	76	Male
13	TKR 13	60	60	Male
14	TKR 14	60	62	Male
15	TKR 15	60	56	Male
16	TKR 16	60	60	Male
17	TKR 17	60	72	Male
18	TKR 18	60	76	Male
19	TKR 19	60	76	Male
20	TKR 20	60	62	Male
21	TKR 21	60	62	Male
22	TKR 22	60	72	Male

*Appendix 11***Result of the Pre-test in the Experimental Class**

Statistics			
		score	game
N	Valid	26	26
	Missing	0	0
Mean		59.6154	1.0000
Median		57.0000	1.0000
Mode		52.00	1.00
Std. Deviation		6.88231	.00000
Variance		47.366	.000
Skewness		.572	
Std. Error of Skewness		.456	.456
Kurtosis		-.612	
Std. Error of Kurtosis		.887	.887
Range		24.00	.00
Minimum		52.00	1.00
Maximum		76.00	1.00
Sum		1550.00	26.00

score				
	Frequency	Percent	Valid Percent	Cumulative Percent
52.00	7	26.9	26.9	26.9
56.00	6	23.1	23.1	50.0
58.00	1	3.8	3.8	53.8
60.00	2	7.7	7.7	61.5
64.00	4	15.4	15.4	76.9
68.00	5	19.2	19.2	96.2
76.00	1	3.8	3.8	100.0
Total	26	100.0	100.0	

*Appendix 12***Result of the Pre-test in the Control Class**

Statistics			
		score	game
N	Valid	22	22
	Missing	0	0
Mean		56.82	2.00
Median		56.00	2.00
Mode		56	2
Std. Deviation		4.125	.000
Variance		17.013	.000
Skewness		.429	
Std. Error of Skewness		.491	.491
Kurtosis		-.898	
Std. Error of Kurtosis		.953	.953
Range		12	0
Minimum		52	2
Maximum		64	2
Sum		1250	44

score				
	Frequency	Percent	Valid Percent	Cumulative Percent
52	6	27.3	27.3	27.3
54	1	4.5	4.5	31.8
56	7	31.8	31.8	63.6
60	5	22.7	22.7	86.4
64	3	13.6	13.6	100.0
Total	22	100.0	100.0	

*Appendix 13***Result of the Post-test in the Experimental Class**

<b>Statistics</b>		score	game
N	Valid	26	26
	Missing	0	0
Mean		75.23	1.00
Median		76.00	1.00
Mode		72	1
Std. Deviation		4.667	.000
Variance		21.785	.000
Skewness		.241	
Std. Error of Skewness		.456	.456
Kurtosis		-.812	
Std. Error of Kurtosis		.887	.887
Range		16	0
Minimum		68	1
Maximum		84	1
Sum		1956	26

<b>score</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
68	3	11.5	11.5	11.5
72	9	34.6	34.6	46.2
76	6	23.1	23.1	69.2
80	6	23.1	23.1	92.3
84	2	7.7	7.7	100.0
Total	26	100.0	100.0	

*Appendix 14***Result of the Post-test in the Control Class**

<b>Statistics</b>		<b>score</b>	<b>game</b>
N	Valid	22	22
	Missing	0	0
Mean		64.18	2.00
Median		61.00	2.00
Mode		60	2
Std. Deviation		6.787	.000
Variance		46.061	.000
Skewness		.775	
Std. Error of Skewness		.491	.491
Kurtosis		-.976	
Std. Error of Kurtosis		.953	.953
Range		20	0
Minimum		56	2
Maximum		76	2
Sum		1412	44

<b>score</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
56	2	9.1	9.1	9.1
58	1	4.5	4.5	13.6
60	8	36.4	36.4	50.0
62	4	18.2	18.2	68.2
70	1	4.5	4.5	72.7
72	3	13.6	13.6	86.4
76	3	13.6	13.6	100.0
Total	22	100.0	100.0	

### Appendix 15

#### Result of Normality Test

Tests of Normality							
	class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
score	Experimental	.158	26	.093	.904	26	.019
	Control	.128	22	.200 <sup>*</sup>	.951	22	.337

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction





*Appendix 16***Result of Homogeneity Test**

<b>Test of Homogeneity of Variance</b>				
	Levene Statistic	df1	df2	Sig.
Based on Mean	.449	1	46	.506
Based on Median	.230	1	46	.634
score Based on Median and with adjusted df	.230	1	44.781	.634
Based on trimmed mean	.476	1	46	.494



*Appendix 17***Result of Hypothetical Test****Group Statistics**

	class	N	Mean	Std. Deviation	Std. Error Mean
score	Experimental	26	14.9231	5.25298	1.03020
	Control	22	7.3636	4.67563	.99685

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
score	Equal variances assumed	.449	.506	5.222	46	.000	7.55944	1.44774	4.64528	10.47360
	Equal variances not assumed			5.273	45.865	.000	7.55944	1.43353	4.67367	10.44521

## Appendix 21

### Documentation of the Research

#### Documentation of Pre-Test in the Experimental Class



#### Documentation of Pre-Test in the Control Class



**The Researcher Explain the Material Using Lecturing Technique in the Control Class**





### The Researcher Explain the Material Using MSCG in the Experimental Class



### **Documentation of Post-Test in the Experimental Class**



### **Documentation of Post-Test in the Control Class**



## Appendix 24. Validity and Reliability of Pre-test

### REKAP ANALISIS BUTIR TRY OUT(ANATES)

Rata2= 15,96

Simpang Baku= 7,92

KorelasiXY= 0,79

Reliabilitas Tes= 0,88

Butir Soal= 40

Jumlah Subyek= 25

Btr Baru	Btr Asli	D.Pembeda(%)	T. Kesukaran	Korelasi	Sign. Korelasi
1	1	28,57	Sedang	0,263	-
2	2	28,57	Sedang	0,208	-
3	3	-14,29	Sedang	-0,108	-
4	4	14,29	Sedang	0,120	-
5	5	42,86	Sedang	0,358	Signifikan
6	6	28,57	Sedang	0,219	-
7	7	42,86	Sedang	0,242	-
8	8	14,29	Sedang	0,280	-
9	9	14,29	Sukar	0,157	-
10	10	-28,57	Sedang	0,037	-
11	11	0,00	Sedang	0,236	-
12	12	57,14	Sedang	0,337	Signifikan
13	13	28,57	Sedang	0,108	-
14	14	57,14	Sedang	0,273	-
15	15	85,71	Sedang	0,686	Sangat Signifikan
16	16	71,43	Sedang	0,552	Sangat Signifikan
17	17	85,71	Sedang	0,552	Sangat Signifikan
18	18	85,71	Sedang	0,638	Sangat Signifikan
19	19	100,00	Sedang	0,742	Sangat Signifikan
20	20	71,43	Sedang	0,615	Sangat Signifikan
21	21	42,86	Sedang	0,368	Signifikan
22	22	57,14	Sedang	0,383	Signifikan
23	23	71,43	Sedang	0,645	Sangat Signifikan
24	24	42,86	Sedang	0,423	Sangat Signifikan
25	25	71,43	Sedang	0,638	Sangat Signifikan
26	26	57,14	Sedang	0,455	Sangat Signifikan
27	27	57,14	Sedang	0,412	Sangat Signifikan
28	28	42,86	Sedang	0,401	Sangat Signifikan
29	29	42,86	Sukar	0,508	Sangat Signifikan
30	30	14,29	Sedang	0,259	-

31	31	71,43	Sedang	0,648	Sangat Signifikan
32	32	28,57	Sedang	0,295	-
33	33	71,43	Sedang	0,562	Sangat Signifikan
34	34	57,14	Sukar	0,748	-
35	35	57,14	Sedang	0,584	Sangat Signifikan
36	36	28,57	Sedang	0,455	Sangat Signifikan
37	37	71,43	Sedang	0,480	Sangat Signifikan
38	38	42,86	Sedang	0,357	Signifikan
39	39	57,14	Sedang	0,490	Sangat Signifikan
40	40	57,14	Sedang	0,589	Sangat Signifikan





## Appendix 25. Validity and Reliability of Post-test

### REKAP ANALISIS BUTIR TRY OUT(ANATES)

Rata2= 9,24

Simpang Baku= 5,53

KorelasiXY= 0,79

Reliabilitas Tes= 0,76

Butir Soal= 40

Jumlah Subyek= 25

Btr Baru	Btr Asli	D.Pembeda(%)	T. Kesukaran	Korelasi	Sign. Korelasi
1	1	28,57	Sedang	0,263	Signifikan
2	2	28,57	Sedang	0,208	Signifikan
3	3	-14,29	Sedang	-0,108	Signifikan
4	4	14,29	Sukar	0,120	-
5	5	42,86	Sedang	0,358	Signifikan
6	6	28,57	Sedang	0,219	Signifikan
7	7	42,86	Sedang	0,242	Sangat Signifikan
8	8	14,29	Sedang	0,280	-
9	9	14,29	Sukar	0,157	Signifikan
10	10	-28,57	Sedang	0,037	-
11	11	0,00	Sedang	0,236	-
12	12	57,14	Sedang	0,337	Signifikan
13	13	28,57	Sedang	0,108	-
14	14	57,14	Sedang	0,273	Sangat Signifikan
15	15	85,71	Sedang	0,686	Sangat Signifikan
16	16	71,43	Sedang	0,552	-
17	17	85,71	Sedang	0,552	Sangat Signifikan
18	18	85,71	Sedang	0,638	-
19	19	100,00	Sedang	0,742	Sangat Signifikan
20	20	71,43	Sedang	0,615	Sangat Signifikan
21	21	42,86	Sedang	0,368	Signifikan
22	22	57,14	Sedang	0,383	Signifikan
23	23	71,43	Sedang	0,645	-
24	24	42,86	Sedang	0,423	Sangat Signifikan
25	25	71,43	Sedang	0,638	Sangat Signifikan
26	26	57,14	Sukar	0,455	-
27	27	57,14	Sukar	0,412	-
28	28	42,86	Sedang	0,401	Sangat Signifikan
29	29	42,86	Sedang	0,508	Sangat Signifikan
30	30	14,29	Sedang	0,259	-

31	31	71,43	Sedang	0,648	Sangat Signifikan
32	32	28,57	Sedang	0,295	Signifikan
33	33	71,43	Sedang	0,562	-
34	34	57,14	Sukar	0,748	-
35	35	57,14	Sedang	0,584	Sangat Signifikan
36	36	28,57	Sedang	0,455	-
37	37	71,43	Sedang	0,480	Sangat Signifikan
38	38	42,86	Sedang	0,357	Signifikan
39	39	57,14	Sedang	0,490	Sangat Signifikan
40	40	57,14	Sedang	0,589	-





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**Title : The Influence of Using Make-A-Sentence Card Game Toward Simple Present Tense Ability to the First Semester of the Tenth Grade Students of SMK N 1 Terusan Nunyai in Academic Year of 2017/2018.**

No	Date	Consultation	Signature	
			Student	Advisor
1				
2				
3				
4				
5				
6				
7				

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No	Date	Consultation	Signature	
			Student	Co-Advisor
1				
2				
3				
4				
5				
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7				

**Bandar Lampung, July 2017**

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**Istiqomah Nur Rahmawati, M.Pd**